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ABSTRACT

These curriculum materials correlate the subject matter of English with that of construction trades by incorporating the vocabulary, terminology, concepts, and skills of construction trades into the academic area of twelfth grade English. The five units deal with attitudes, speaking and listening, letter writing and job application, paragraphing, and the research paper. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which also includes a list of equipment, films, and other supplies. (LL)

NATCHITOCHES CENTRAL HIGH SCHOOL

NATCHITOCHES LA.

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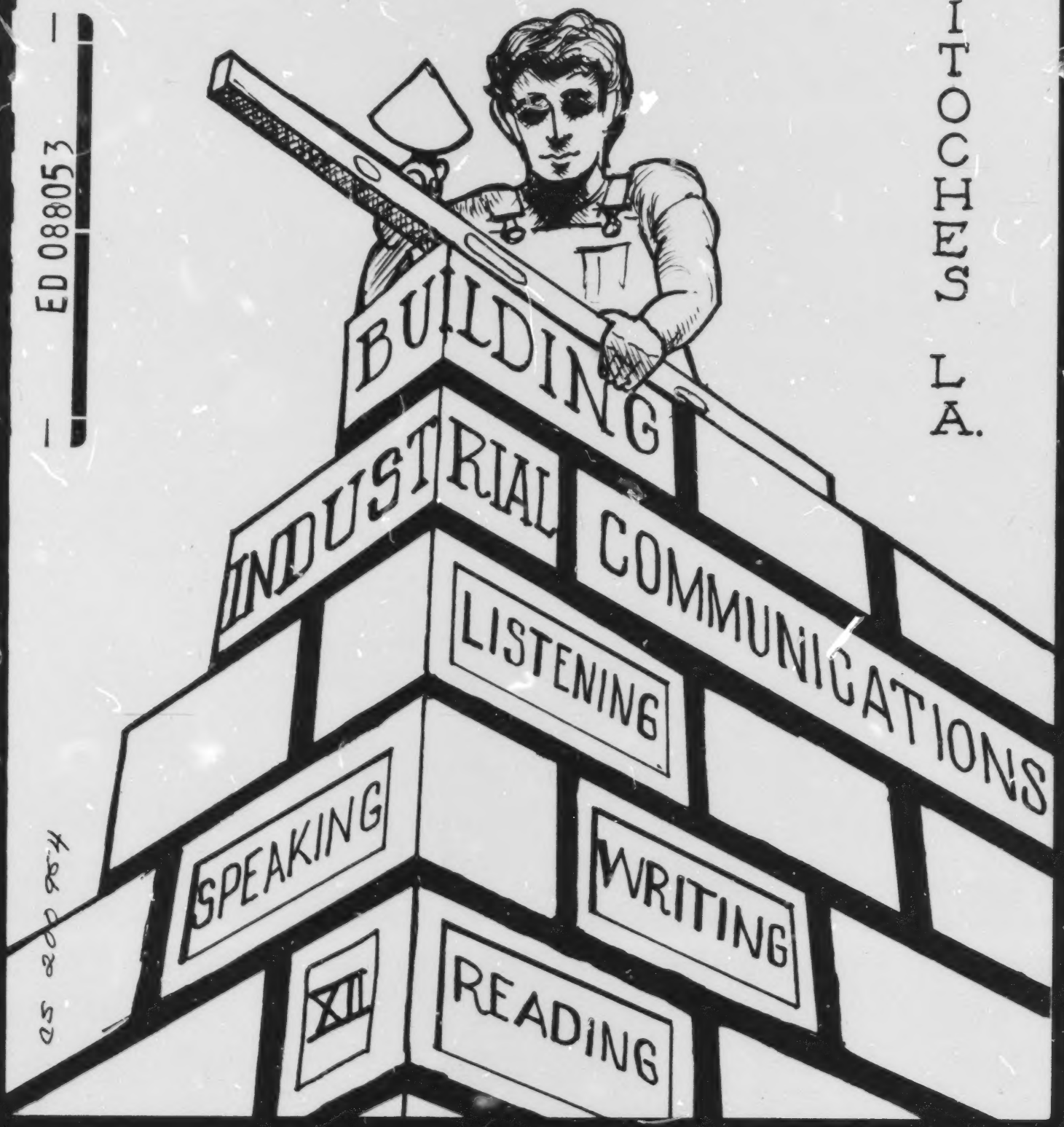

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Introduction

The materials you are about to use were developed in the summer of 1973 by teachers experienced in teaching the subject areas involved. These materials were developed with respect to the concept of performance objectives as organized by EPIC Diversified Systems Corporation of Tuscon, Arizona. EPIC was retained by the Natchitoches Parish School Board to serve as monitor and evaluator of this Interest-Based Curriculum.

The instructional materials developed in English, mathematics and science correlate the vocabulary, terminology, concepts and skills of construction trades to each academic area involved. For the sake of consistency, the format utilized herein contains certain symbols and abbreviations as instructional guides.

Objectives within the documents were divided into four categories; 1) program Objectives; 2) Performance Objectives; 3) Process Objectives; 4) Activities. These are categorized by the numbering system preceding each objective or activity. For example, the number sequence 8-1-3 refers to: Performance Objective number eight, signified by the first numeral; process objective number one, represented by the second numeral; and activity number three, as indicated by the third numeral. The numbers in parenthesis beneath each sequence 8-1-3 (2,7,4) indicate that the Program Objectives, to which each process objective relates. This identification system allows immediate identification of the objective(s) covered and assists in establishing a Project Monitorial System, referred to by the abbreviation PMS.

These courses of study are designed to be as inclusive as possible. Included are all activities with which a student will be involved in a teaching situation, along with many of the evaluation materials. Work-sheets, guides, and other materials will be used. Also, each unit or topic is terminated by a bibliography preceded by a list of equipment, films and other supplies.

Copies of these materials may be obtained from the Louisiana State Department of Education. If not available there, they may be secured by writing to:

Mr. Trent O. Melder, Coordinator
Natchitoches Central High School
Natchitoches, Louisiana 71457

Cost is $3.75 per booklet to cover expenses involved in preparation, handling and shipping.

Foreword

Within the pages of this document are contained the efforts by a group of teachers to develop curricular materials designed to correlate the subject matter of English with that of construction trades. The purpose of these efforts is twofold. First, it is the opinion of those involved that the subject matter of academic areas should be taught to students in a way that is both useful for their future aspirations and meaningful to them as citizens of our community, state, and nation. Second, by utilizing an interest-based curriculum, it is felt that the interests of students in their academic areas will be heightened, thereby improving their achievement in those subjects involved.

This course of study is not an adaptation of the traditional course or courses in English to a level compatible with the achievement of students involved. Quite the contrary is true. Every effort has been expended to assure that basic concepts and ideas in grammar, literature, communication, and other topics involved, have been included. The foremost change has been to adapt the vocabulary of construction trades to the English course of study. Utilizing this approach to the teaching of English opens to students two possibilities upon graduation. First, they will be able to utilize the skills gained in construction trades to enter actively into a vocation. Second, should their aspirations include post-secondary study, the knowledge gained through the correlated English classes opens this door to them also.

Development of the materials contained herein was most difficult and time consuming; however, the results are immeasurably rewarding. The opportunity to develop these and other materials was made possible by an ESEA Title III Grant. Our thanks are extended to the Louisiana State Department of Education for its assistance and encouragement.

Teachers involved in the development of these materials include the following:

Mrs. Sylvia Brown	Natchitoches Central High School
Mr. Andrew Marusak	Natchitoches Central High School
Mrs. Vicki Warner	Gorum High School
Mrs. Mary A. Mosley	Natchitoches Central High School
Mrs. Betcye Bruning	Librarian, Natchitoches Central High School
Mrs. Nina Magers	Art, Natchitoches Central High School

UNIT I

ATTITUDES

OVERVIEW: ATTITUDES

At the top of the list of reasons for loss of jobs is poor attitude. Employees who are irresponsible, disrespectful, untidy, and overly sensitive reflect an immature attitude and cost their employers time, energy, and money. No one wants to hire and work with an unpleasant person. An individual's attitude can determine how well he gets along on the job and at home.

A good attitude is a habit. Often it is easy to form when things at home and school run smoothly and money is plentiful and health is good. However, the times to work hardest to maintain a good attitude are the bad times. These are the times when breaking the "good attitude" habit becomes tempting. Teen-agers need time and maturity to help them develop and hold good attitudes. The first step is having a sense of self-worth.

Through vicarious experiences people can learn and grow to a mature understanding of themselves and others. Reading novels provides endless opportunities for learning and for appreciating good attitudes. This unit offers, through the reading of a novel, the chance to explore attitudes toward self, school, parents, and friends. Relating personal experiences to those read about and discussed in class should motivate the students to improve their own attitudes. They should be able to see how their attitude affects what they do and, as a result, what happens to them.

UNIT: ATTITUDES

1-0-0 (5,6,7, 8,9,11) At the end of the unit on attitudes the students will demonstrate their abilities to apply self-made attitudes concerning self, school, peer and community concepts, using oral and written responses in relationship to the novel, that was then, this is now.

1-1-0 During several class periods the teacher will introduce to the students the elements of the novel.

- 1-1-1 Filmstrip - "The Use of the Title," Eyegate, 3-2-A
- 1-1-2 Discussion of filmstrip 3-2-A
- 1-1-3 Filmstrip - "Foreshadowing and Prophecy," Eyegate, 3-2-B
- 1-1-4 Discussion of filmstrip 3-2-B
- 1-1-5 Filmstrip - "The Symbol," Eyegate, 3-2-C
- 1-1-6 Discussion of 3-2-C
- 1-1-7 Film - "The Novel--What It Is, What It's About, What It Does"
- 1-1-8 Discussion of the novel film

1-2-0 During several class periods the teacher will introduce to the students the novel, that was then, this is now.

- 1-2-1 Short summary of that was then, this is now
- 1-2-2 Handout of vocabulary and spelling words pertaining to that was then, this is now
- 1-2-3 Review of how to use the dictionary
- 1-2-4 Assigning of vocabulary words to groups (handout 1-2-2)
- 1-2-5 Oral discussions of vocabulary findings
- 1-2-6 Assigning of first 6 chapters to read in class
- 1-2-7 Assigning of the rest of the novel (5 chapters) to read before the next class meeting
- 1-2-8 Discussion questions
- 1-2-9 Writing of a different ending to the novel, that was then, this is now
- 1-2-10 Role playing of specific incidents
- 1-2-11 Assigning of projects

1-3-0 During one class period the students will write a descriptive paragraph pertaining to selected transparencies in relationship to the novel, that was then, this is now.

1-4-0 During a portion of one class period the teacher will administer, collect, score and compile results in reference to the students' ability to comprehend the different types of characters in the novel, that was then, this is now.

1-5-0 During one class period the teacher will distribute a selected reading list of other novels for which the students will be held responsible.

ACTIVITIES

that was then, this is now

by S. E. Hinton

From the time they were children, the two boys had been best friends, like brothers. At thirteen, they had harassed the cops together, fought off the Socs together with the rest of their gang, and acted as one person. Now, at sixteen, they were inseparable, even though Bryon spent a great deal of time being a hot shot with the chicks. Mark, more interested in getting away with things (hot-wiring cars, for instance) set up the pool games in Charlie's Bar that gave Bryon the chance to hustle a little extra money. There was nothing to worry about, really. They were still kids; nothing serious could happen to them. And then Charlie got shot (killed) trying to protect them from an ugly little set-to in the alley.

Mark called it fate. "Things just happen," he said, "and that's that." But it bothered Bryon. Why, as soon as anyone did anything because he cared about anyone else, did it lead to trouble? First, there had been a kid named Mike, who was a mass of bandages because he had tried to do a favor for a black girl, and now Charlie. Mark himself came off with ten stitches in his head defending a casual friend, and even M & M, Cathy's thirteen year-old brother, who was a true flower child (a serious, trusting, intent boy with a peace symbol around his neck and eyes like those in a war-orphan poster) got lost when his father wouldn't stop baiting him.

Mark didn't think about it, but it worried Bryon. He was in love with Cathy, growing up and beginning to care. And then one night, when he was still shook up from the discovery of what exactly had happened to M & M, he had to make his own terrible decision.

This book doesn't give any answers to the problems of today's young people. It explores, dramatically and with honesty, the questions. It is written by S. E. Hinton, author of The Outsiders, a person who knows what the questions are.

1-2-2

VOCABULARY: that was then, this is now

by S. E. Hinton

abrupt	effect	lanky	ritzy
absolutely	expensive	liberals	roundabout
adjoining	faint	literacy	routine
aforementioned	familiar	logic	rude
ambulance	flounced	misery	sassy
annoyed	flickering	moccasin	scrounged
appreciated	freaks	mumbled	secret
artificial	gash	nervously	similar
ashamed	goofy	obediently	sincerely
authority	gripe	obscenities	sinister
bluntly	gripped	obscure	siren
brilliant	groggy	obviously	slouch
casually	guilty	occasion	smirk
celebrities	habit	peering	stimulants
compact	hedging	pretending	stunned
complicated	homely	probation	sympathetically
compliments	humble	proposition	testify
contorted	hustler	puzzled	tradition
decent	illegitimate	quivering	typical
depress	immediately	rarely	unaffected
deserted	inclined	recognize	unconscious
desperate	indifferently	reformatory	unexpected
disgusted	intention	relapse	unsuspicious

1-2-2 (continued)

dissolve	invisible	relief	uptight
distant	irritating	reputation	vengeful
donation	irrationally	reminisce	vaguely
drenched	lame	ringlets	weird
			winced
			witticism

Pages 9-12 "Good Use--Glossary" omitted due to copyright restrictions. From John C. Hodges & Mary E. Whitten Harbrace College 6th ed. (New York: Harcourt, Brace, and World, Inc.) 1967, pp. 186-188.

DISCUSSION

1. There is very little information concerning two of the parents involved in *that was then this is now*, but there is just enough said that you can form an opinion about both of them. What types of parents are Mrs. Douglas and Mr. Carlson? How are they alike, and how do they differ? Who do you think is the better parent? Why do you feel this way? And why do you think these two parents behaved like they did?

2. Whom would you like to be most like, Bryon or Mark? Why?

3. In the beginning of *that was then, this is now*, S. E. Hinton casually introduces M & M to us as just a friend of Bryon's and Mark's; however, M & M soon is placed in a very important and meaningful role in this story. Discuss M & M's role. Do you know of anyone like him?

4. What are the reasons for Bryon's turning Mark in to the police? Support your answer with specific details.

5. Why does Bryon break up with Cathy?

6. Why do you think Bryon went to see Mark in the reformatory?

7. Why didn't Mike Chambers feel revengeful toward the blacks who beat him up? Whom did this reflect upon later in the novel? Be specific when supporting your answer.

8. Why did Bryon and Mark cut Angela's hair? Were they "getting even"? If so, what were they "getting even" for?

1-2-9

This novel has a relatively unhappy ending for Bryon. Write a good ending for this novel in which Bryon is able to feel happier about his whole situation.

1-2-10 A

Act out the situation which occurs when Bryon is first introduced to Cathy's parents when he picks her up for their first date.

1-2-10 B

Act out the situation which occurs when Bryon and Mark hustle the two Texans playing pool.

1-2-10 C

Act out the situation in which Bryon confronts Mark with the drugs found under Mark's bed.

1-2-10 D

Act out the situation in which Bryon visits Mark in prison.

1-2-11 Each student will be responsible for two of the projects listed below:

1. Make a drawing of an incident which occurred in our novel.
2. Make a drawing of one of the characters in our novel.
3. Make up a quiz concerning the characters in our novel.
4. Write a skit concerning an incident which occurred in the novel, other than the type we have already studied.
5. Make up a time line of the events which occurred in the novel.
6. Write a <u>one</u> sentence summary of the action in each chapter of our novel.
7. Write a fictitious newspaper article concerning an event from the novel which might really be found in a real newspaper.
8. Read another book by S. E. Hinton and compare it to <u>that was then, this is now</u>.
9. Discuss the ironical aspects of <u>that was then, this is now</u>.
10. Write an imaginary conversation between two persons in the novel.

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY

MATERIALS NEEDED

1-1-1	Filmstrip and filmstrip machine
1-1-3	Filmstrip and filmstrip machine
1-1-5	Filmstrip and filmstrip machine
1-1-7	Film and film projector
1-2-1	Handout
1-2-2	Handout
1-2-3	Handout
1-2-6	Handout of books
1-2-8	Handout
1-2-9	Handout
1-2-10 A	Handout
1-2-10 B	Handout
1-2-10 C	Handout
1-2-10 D	Handout
1-2-11	Handout
1-3-0	Quiz
1-4-0	Quiz
1-5-0	Handout

1-4-0 QUIZ: MATCHING

Directions: Match letters from Column B with the appropriate blank in Column A.

COLUMN A	COLUMN B
_____ 1. Mark	A. strip of highway
_____ 2. Bryon	B. college guy majoring in English
_____ 3. Charlie	C. Cathy's mother
_____ 4. Mrs. Douglas	D. "mostly a lot of lip"
_____ 5. M & M	E. M & M's sister
_____ 6. Cathy	F. protagonist
_____ 7. Angela	G. beaten up for helping a black girl
_____ 8. Mike	H. Bryon's old girlfriend
_____ 9. Randy	I. Angela's "tough" brother
_____10. The Texans	J. Cathy's newest boyfriend
_____11. The Ribbon	K. "Cat"
_____12. Tim Shepard	L. killers of Charlie
_____13. Curly Shepard	M. bartender friend
_____14. Ponyboy Curtis	N. Bryon's mother
_____15. Mrs. Carlson	O. "Baby Freak"

1-5-0 Choose two of the following novels to read as "pleasure reading."

NOVEL	AUTHOR
Shane	Jack Schaefer
Lost Horizon	James Hilton
Of Mice and Men	John Steinbeck
The Outsiders	S. E. Hinton
When the Legends Die	Hal Borland
The Light In The Forest	Conrad Richter
Mr. and Mrs. Bo Jo Jones	Ann Head
Durango Street	Frank Bonham
A Separate Peace	John Knowles
The Sterile Cuckoo	John Nichols
To Kill a Mockingbird	Harper Lee
The Bridge Over the River Kwai	Pierre Boulle
A Christmas Carol	Charles Dickens
Deliverance	James Dickey
Seven Days in May	Fletcher Knebel and Charles Bailey
Poseidon Adventure	Paul Gallico
The Godfather	Mario Puzo
Intruder in the Dust	William Faulkner
Death Be Not Proud	John Gunther

BIBLIOGRAPHY

Hinton, S. E. *that was then, this is now*. New York: The Viking Press, 1971.

Hodges, John C. and Mary E. Whitten. *Harbrace College Handbook*, 6th ed. New York: Harcourt, Brace and World, Inc., 1967.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT II

SPEAKING AND LISTENING

OVERVIEW

It is important for a person to know that he really is being heard and understood when he speaks. To insure being heard, a person must cultivate good speaking habits. Making introductions, using the telephone, reading aloud, and telling stories are examples of occasions when good speaking skills enhance communication.

Most of us form habits of speaking which enable us to get along but which do not create the impression of a forceful, confident speaker. Of course, speaking cannot be effective unless there is good listening. The art of comprehending and evaluating what one hears requires conscientious practice and application. A good student or a good worker will almost always be a good listener. The listening habit is one that will be beneficial in work, school, home, recreation, and church.

This unit reviews and stresses the importance of good speaking and listening habits. There are student-planned activities and group involvement centered around role-playing situations. The student is shown the importance of oral communication in many facets of life outside the school environment.

UNIT: SPEAKING AND LISTENING

1-0-0 (4,5, 10,11) At the end of the speaking and listening unit, the students will demonstrate oral two-way communication by presenting and evaluating short oral personal anecdotes satisfactorily in accordance with the speaker and listener profiles.

1-1-0 During the lessons on speaking the teacher will guide the students in practicing speaking situations, as evidenced by the project monitorial system.

- 1-1-1 Class discussion of the characteristics of good and bad speakers, using transparency for motivation
- 1-1-2 Make a bulletin board or poster from pictures cut out of magazines showing people in different speaking situations.
- 1-1-3 Discuss handout, "Making Introductions."
- 1-1-4 Role play activities: making introductions
- 1-1-5 Buzz session with reports from groups
- 1-1-6 Practice stating the main idea from newspaper articles and editorials, using materials from library and home.
- 1-1-7 Class or group project: write and present a fifteen-minute news broadcast, including news, weather, and sports.
- 1-1-8 Class or group project: practice oral-reading skill by presenting the radio play entitled "The Lone Ranger" from ACE 402.
- 1-1-9 Review telephone courtesy (1-3-4 to 1-3-6 from eleventh grade unit).
- 1-1-10 Review the guidelines for giving speeches (1-3-9 from eleventh grade unit).
- 1-1-11 Make preparations for telling a personal anecdote as part of the unit. Discuss "anecdote," using Readers' Digest for examples.

1-2-0 During the lessons on listening the teacher will provide opportunities for evaluating and improving listening skills, as evidenced by the project monitorial system.

- 1-2-1 Review the importance of good listening habits during a "rap session."
- 1-2-2 Evaluation of listening skills using ACE 402 Kit, ACE I Skills Booklet, pp. 19-22
- 1-2-3 Discuss the following types of listening:
  - A. Listening and organizing (outlining)
  - B. Listening for function

C. Listening to remember details
D. Listening to make a judgment
E. Listening for clues to solve a mystery

1-2-4 In small groups the students will practice the different types of listening through activities in the ACE 402 Kit.

1-2-5 Learn to take notes while listening to a speech or lecture.

1-2-6 Have a guest speaker give a talk on the construction industry. Students will take notes.

1-2-7 Class discussion of the guest speaker's talk using notes taken by the students

1-2-8 Discussion of propaganda and critical listening

1-2-9 Evaluation of listening skills using ACE 402 Kit, ACE 14 Booklet, pp. 435-438.

1-3-0 During the speaking and listening unit the teacher will train the students to evaluate each other using the speaker and listener profiles, as evidenced by the project monitorial system.

1-3-1 Discussion of speaker and listener profiles

1-3-2 Class members will share prepared personal anecdotes and evaluate, using speaker and listener profiles.

ACTIVITIES

1-1-1 Characteristics of Good and Bad Speakers

A GOOD SPEAKER . . .

1. . . . has a pleasing voice.
2. . . . has good diction.
3. . . . has skill and ease in the use of words.
4. . . . listens well.
5. . . . likes people.
6. . . . is courteous.
7. . . . cultivates a variety of interests.
8. . . . adjusts his conversation to his environment.
9. . . . has a broad vocabulary.
10. . . . avoids overuse of slang.
11. . . . avoids gossip and criticizing others.
12. . . . includes others in conversations.
13. . . . is tactful.
14. . . . always thinks before he speaks.

A BAD SPEAKER . . .

1. . . . speaks too loudly and too long.
2. . . . interrupts others, often to contradict them.
3. . . . eavesdrops.
4. . . . is strongly opinionated.
5. . . . uses excessive profanity.
6. . . . has nervous habits while speaking.
7. . . . steals the ideas of others without giving credit where it's due.

1-1-1 (continued)

8. . . . mumbles.

9. . . . is sarcastic.

10. . . . fails to listen.

1-1-3 Making Introductions

Introducing someone to someone is a part of the day's work. Remember that both persons are not being introduced, but that one is being introduced to the other. This should help when trying to decide the who-to-whom angle. You are not introducing Donald and Carol--you are introducing Donald to Carol. The name of the person to whom you want to show a little more respect is spoken first.

Basic rules:

1. Introduce a man to a woman. "Miss Jones, this is Mr. Burns." The woman's name is spoken first. The exceptions to this rule are ministers and men of special distinction and importance such as the President of the United States or state governors. In each of these cases, the form is reversed, as "Bishop Townsend, may I present my aunt, Mrs. Monroe?"

2. Introduce a younger person to an older person. "Mr. Boydstun, this is Johnny Carter."

3. Introduce an unmarried woman to a married woman. "Mrs. Brown, this is Joan Bennett." If there is a marked difference in age, such as a young bride and an unmarried woman many years her senior, the procedure is reversed.

4. Introduce a boy to a man. "Mr. Rhodes, this is Kenneth Gray."

5. Introduce a child to an older person. "Mr. Staples, this is my little sister, Nancy Lee."

6. Introduce your school friends, both boys and girls, to your mother. "Mother, this is Margaret Barton and Jack Huston."

7. Introduce everyone (except those of high ministerial position) to a clergyman. "Father O'Neal, may I present my mother?"

When responding to an introduction, it is polite to say, "How do you do?" or "Hello." To repeat the name of the person is a nice touch, as "How do you do, Miss Bruner?" Make it a point to listen to names and to remember them.

There are certain gestures, such as shaking hands or rising when introduced, that are considered courteous and fitting for some situations. Men and boys should always rise when introduced. Remember that it is a compliment to the other person when you offer a hand or rise.

Try to feel and be friendly. Look at people as if you really see them when you are being introduced.

1-1-4 "May I Introduce . . ."

Act out the following introductions using guidelines from "Making Introductions." Ad lib as much as possible to make this an interesting activity.

Introduce the following:

1. Your older brother to your shop teacher
2. Your mother to your shop teacher
3. Your clergyman to your boss
4. Your ex-girlfriend to your best buddy
5. Your new girlfriend to your ex-girlfriend
6. Your foreman to a customer
7. Your girlfriend to your grandmother
8. Your grandfather to your fellow worker
9. Your shop teacher to your new boss
10. Your best friend to your "old maid" aunt

1-1-5 Buzz Session

In your groups spend five minutes talking about one of the following subjects. At the end of the buzz session one member of the group will report a general, brief summary of what was said in his group.

1. Prejudice
2. War
3. Civil Rights
4. Working for a living
5. Watergate
6. Stock Market
7. Secretariat
8. Movies
9. Religion
10. World Hunger
11. ESP
12. Education
13. The American Indian
14. Space program
15. Chemical warfare
16. Louisiana politics
17. Natchitoches politics
18. Construction trades

Stating the Main Idea

Read the following editorials reprinted in Texas Forestry, July, 1973. When you are called upon, state the main idea of each article. Then go on to individual newspaper or magazine reading; read one article and be able to state the main idea.

Cutting Wood Exports

At a time when this nation badly needs more products to export, foreign sales of logs and wood products are being curtailed.

The Nixon administration has completed negotiations with Japan which will result in reductions of up to 11 percent in shipments of lumber to that country. At the same time, the U. S. Senate is considering a measure to limit overseas sales of logs and wood products.

These are attempting steps to take in view of rising costs of lumber and plywood used in domestic construction. But they are self-defeating, and therefore the wrong steps to take.

Today's dollar problems are largely the result of this country's deficit in balance of payments. To overcome these problems, we need more, not less, goods flowing into the export market. Logs and lumber are a significant part of the goods which we have been selling abroad.

Japan has agreed to curtailment of lumber goods from the U. S. But it does not intend to do without. Instead, it plans to seek increased imports from Canada, the Soviet Union and other sources.

Thus, we lose a good market for our goods, perhaps permanently, in a country where we need to continue selling in order to offset the torrent of products which Japan sells to us.

Surveys of national forests have shown that we have ample growing timber to meet our current lumber needs and still not damage the future supplies of this renewable resource. The trouble has been that environmental groups have objected to increased cutting from federally owned lands.

By scientific, selective cutting, more of this timber should be made available, and the export of wood products should continue. If we continue to whack away at our foreign sales, we may find that about the only thing we have left to export is dollars.

More Timber Sales

Home buyers should benefit from a belated decision by the Nixon administration to increase timber cutting in national forests.

The Cost of Living Council and the Agriculture Department have announced that a Forest Service staff will be beefed up in order to increase timber sales approximately 10 percent annually from federal lands during the next two years. Meanwhile, a task force will weigh the possibilities of setting higher lumber production targets beyond those dates.

The decision to increase harvests from national forests has been slow in coming, apparently, because of pressures from environmentalists who would like for the trees to remain intact.

Foresters contend, however, that sound selective cutting in a forest increases growth of remaining trees, thereby providing better recreational as well as production benefits in future years.

1-1-6 (continued)

In allowing the harvest increase, the Forest Service must make certain that timber stands are not damaged by overcut but are actually improved.

In this manner we can expect that further lumber price increases will be avoided and that future supplies of wood products will be assured.[1]

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[1] "Cutting Wood Exports" and "More Timber Sales," Texas Forestry, 14 (July, 1973), p. 4. Editorials originally printed in Dallas Morning News.

1-2-3 Types of Listening

A. Listening and Organizing

It is often helpful to take notes in the form of an outline when we listen to a speech or an explanation. Making an outline in correct form forces us to make a distinction between major ideas and supporting details. Knowing how to make an outline is essential to the student as well as to the person on a job.

B. Listening for Function

When working in the field of construction, a person must know how to listen for function. We must find out how and why a certain tool is used or a certain order was given. Being able to understand the working parts of any unit, whether it be a machine or an organization of people, requires a keen awareness and use of listening.

C. Listening to Remember Details

Every day hundreds of occasions demand the remembering of details. Following directions, getting acquainted, shopping, banking, enjoying recreation, working, and being at school all require remembering numerous details. A good memory and strong powers of concentration make it easy to listen and grasp details.

D. Listening to Make a Judgment

One of the most important types of listening is listening to make a judgment. At some time during the life of every person a particular situation arises in which he must decide in one way or another whether it be right or wrong, good or bad, or guilty or not guilty. It is extremely

important to listen carefully to all sides of a question so that a fair decision can be made according to our individual standards.

E. Listening to Solve a Mystery

Sometimes this type of listening is just for fun, but occasionally we must solve a real mystery by listening carefully for evidence or loopholes in evidence. It might be a small matter such as who lost the car keys, or it could be very serious; so listening attentively will help to alleviate pondering and waste of time.

1-2-8 Guides for Recognizing Dishonest Propaganda

1. Underhanded propagandists get in some of their most telling blows by appealing to the emotions in such ways as the following:

   a) Making a pretense of patriotism

   b) Emphasizing points that will arouse or strengthen race, class, religious, or party prejudice

   c) Implanting the idea that what they sell will bring fulfillment of one's dreams and desires

   d) Playing upon fears of the future, of the new and untried, of being thought queer or different, of being unpopular

   e) Whitewashing individuals, actions, or policies with names that denote desirable qualities: "this unselfish patriot," Downy fabric softener

   f) Implying that to be happy one must "keep up with the Joneses"

2. Dishonest propagandists conceal truths by such means as these:

   a) Pointing out only the good points of what they advocate

   b) Twisting facts so as to give entirely wrong impressions

   c) Dealing in vague generalities instead of in specific facts

   d) Omitting any news unfavorable to their policies

   e) Quoting some authority incompletely to give the impression that he favors something which he actually opposes

3. Often advertizers or unscrupulous politicians accomplish their ends by trying to make their opponents look ridiculous. They imply that support for those opponents comes only from the weak and the unintelligent.

INSTRUCTIONAL MATERIALS

BIBLIOGRAPHY

1-1-1

Dear Billy Gram

I like how you speak lowd so that everyone can here. My we have one of your book's ?

From

Karen Pattison.

1-2-5

GUIDE to BETTER LISTENING

TAKE NOTES IF THERE IS A CHANCE YOU MIGHT FORGET WHAT YOU HEAR.

a. Notes need not be complete sentences; get the important words.

b. Use numbers, signs, and abbreviations whenever you can.

c. What you jot down should be accurate and clear. Be sure that your notes are not so brief and vague as to be meaningless later.

MATERIALS NEEDED

1-1-1 Handout, transparency

1-1-2 Magazines

1-1-3 Handout

1-1-4 Handout

1-1-5 Handout

1-1-6 Handout

1-1-8 ACE 402: ACE 4, pp. 107-110
COMBO #402, pp. 42-53,"The Lone Ranger"
p. 40 in Planbook

1-1-9 Materials 1-3-4 to 1-3-6 from eleventh grade unit

1-1-10 Materials 1-3-9 from eleventh grade unit

1-1-11 Copies of Readers' Digest

1-2-2 ACE 402
ACE I Skills Booklet, pp. 19-22
pp. 16-22 in Planbook

1-2-3 Handout

1-2-4 ACE 402, the following listening activities:

1. Listening for organizing, ACE 2, pp. 42-43
2. Listening for function, ACE 2, p. 55
3. Listening to remember details, ACE 4, p. 99
4. Listening and organizing, ACE 5, p. 139
5. Listening to make a judgment, ACE 5, p. 148
6. Listening to remember details, ACE 7, p. 195
7. Listening for details, ACE 8, pp. 227-228
8. Listening for function, ACE 8, pp. 232-233
9. Listening for clues to solve a mystery, ACE 10, pp. 302-303
10. Listening for organization, ACE 11, p. 323
11. Listening to remember details, ACE 11, p. 328
12. Listening for function, ACE 11, pp. 338-339
13. Listening for details, ACE 13, p. 387
14. Listening to make a judgment, ACE 13, p. 393
15. Listening for organization, ACE 14, p. 419

1-2-5 Transparency

MATERIALS NEEDED
(continued)

1-2-8 Handout

1-2-9 ACE 402
ACE 14, pp. 435-438
Planbook, pp. 118-123

1-3-1 Speaker and listener profiles from eleventh grade unit

Supplementary filmstrip: "How to Listen More Effectively"

BIBLIOGRAPHY

Allen, Betty. Mind Your Manners, rev. ed. New York: J. B. Lippincott, 1964.

"Cutting Wood Exports" and "More Timber Sales." Texas Forestry, 14 (July, 1973), p. 4. Editorials originally printed in Dallas Morning News.

"Dialogue." Decision, July, 1973, p. 11.

John, Mellie, Paulene M. Yates, and Edward N. De Laney. The New Building Better English 9. New York: Harper and Row, 1964.

John, Mellie, and Paulene M. Yates. The New Building Better English 11. New York: Row, Peterson, 1958.

MacGibbon, Elizabeth G. Manners in Business, rev. ed. New York: Macmillan, 1958.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT III

LETTER WRITING AND JOB APPLICATION

OVERVIEW: LETTER WRITING AND JOB APPLICATION

Why write letters? There are times when writing a letter is the only practical way in which people who are separated by any real distance can keep in touch with one another. The letter reflects the character of its sender; therefore, the sender should watch his diction, his typing, and the general appearance of his letter.

There are three classifications of letters: those that should be written, those that may be written, and those that must be written. Business letters are those that must be written.

Communication, both written and oral, has a most significant effect on human relations. The primary objective of this unit is to teach students that what a person writes is just as important as what he says. Often the writing is more important because the receiver cannot see a friendly smile in the words written.

A sincere, friendly, honest attitude does not apply only to letter writing; it can set the tone for an interview as well. Therefore, it is the purpose of this unit to stress those skills that will better equip the students in writing better business letters and in getting and keeping jobs.

UNIT: LETTER WRITING AND JOB APPLICATION

1-0-0 (4,5, 6, 7,8,9, 10,11) Throughout the letter writing and job application unit the students will apply their abilities to write acceptable business letters and demonstrate their knowledge of procedures in job interviews with at least 85% accuracy, using the "Unmailable Letter" check list as a guide and group monitoring.

1-1-0 To evaluate each student's ability of language usage and mechanics, the teacher will give a pretest. The teacher will monitor the test according to standard usage and mechanics.

1-1-1 Give pretest, using handout 1-1-1.
1-1-2 Teacher will show corrections on transparencies the same day.
1-1-3 Return pretest scored and explain to each individual his weakness so that he may study.

1-2-0 Use Kit 5, CE - S-C to introduce to the students the values of working. They should become aware that getting the job is only one part--holding the job is even more important.

1-2-1 As each transparency is used, stop and discuss such questions as:

A. Which do you think is easier--to find a job or to hold it ? Explain your reasoning.
B. What are the job sources in our city?
C. What is the significance of a personal-data record, family-data record card?
D. What are some of the key points in an interview?
E. What are some credentials that are necessary before you begin work?
F. What are some payroll deductions?
G. What is net pay, gross pay?
H. Explain the ways the employee may get promoted.

1-3-0 The project teacher will supply each student with a list entitled "Unmailable Letters" to be used in monitoring letters.

1-3-1 Handout "Unmailable Letters" list.
1-3-2 Review handout 1-3-1.
1-3-3 Use Kit #372.6, W, "Letter Writing," to recall forms of business letters.
1-3-4 Special help is to be given at this time in relation to 1-1-3. This is to be individualized study.

1-4-0 The students will be given letters to write. They will be evaluated by standards taught.

1-4-1 Review the different kinds of business letters.
- A. Inquiry
- B. Reply
- C. Credit and collection
- D. Sales
- E. Claim and adjust
- F. Employment
- G. Social business
  1. Congratulatory
  2. Sympathy
  3. Invitation
  4. Thank-you note

1-4-2 Write a letter of application to Alex Smith, Roofing Contractor, 1842 Shreve Drive, Dallas, Texas 71356.

1-4-3 Use the opaque projector to show two or three letters in order to evaluate in small groups.

1-4-4 Correct errors made in the letters.

1-4-5 The San Jose Daily News, 40 East 4th Street, San Jose, California 95103, has advertised some antique hardware for cabinets for sale. Write a letter of inquiry.

1-4-6 Evaluation by teacher; students correct all errors.

1-4-7 Write a letter to a customer to remind him that his account is overdue. Make up the address and all essentials.

1-4-8 Individual evaluation of 1-4-7, noting tone of letter

1-4-9 Group activity: Select the best letters that have been written in activities 1-4-2, 1-4-5, and 1-4-8. Make a bulletin board display.

1-4-10 Using the bulletin board as a reference, point out why these particular letters were selected. Use the following as a guide to explain them to the class:
- A. Creates a good first impression
- B. Is correct in every detail
- C. Is courteous, friendly, and sincere
- D. Promotes goodwill
- E. Is clear and concise
- F. Is well paragraphed
- G. Has good form

1-5-0 The teacher will show a transparency of a résumé. Each student will study copies from references and begin his permanent résumé for future use.

1-5-1 Check résumés for correctness; show two or three on opaque projector.

1-6-0 The teacher will emphasize the importance of the job interview.

1-6-1 The students are to review the steps of being hired.
- A. Recruiting
  1. Advertisements
  2. Friends
  3. Agencies

B. Selecting
    1. Application forms
    2. Aptitude tests
    3. Interviewing
    4. Checking references
C. Induction

1-6-2 List on the board the ways of recruiting. Discuss.

1-6-3 Discuss application forms and have students fill out several. Use handouts 1-6-2 and others from file.

1-6-4 Invite one of the counselors as a guest to speak on aptitude tests, showing examples of different kinds.

1-6-5 Review materials related to interviews.
A. Preparing for the interview
    1. Know your qualifications
    2. Know the job
    3. Relate your qualifications to the job
B. Conducting yourself during the interview
    1. Appearance
    2. Manners
    3. Speech and conversation
C. Aftermath of your interview

1-6-6 Play the tape and show the filmstrip, "The Job Interview."

1-6-7 Use the square review for a check-up.

1-7-0 The project teacher will explain to the students that keeping the job is more important than finding the job.

1-7-1 Show posters "How to Keep Your Job" (counselor's office).

1-7-2 Have each student work activity sheet 1-7-2.

1-7-3 Review poster, "Ten Personnel Commandments."

1-7-4 Review for unit test by having each student write five good questions and their answers in relation to the unit.

1-7-5 Use usage and mechanics handout 1-7-4 as review.

1-8-0 The project teacher will conduct the unit test, score, and evaluate as documented by monitoring written work.

ACTIVITIES

1-1-1 Usage and Mechanics

Directions: Think through the following sentences. Tell what is wrong with each and on the second line state briefly the areas of language usage and/or mechanics in which the writer needs additional study and practice:

1. I have before me your letter of May 6, and I thank you for writing me this letter.

_____

_____

2. As you requested in your order of June 18 I am sending your duplicate statement as for July Aug Sept.

_____

_____

3. I built Mr. Joe Smiths house; I am egar to build yours.

_____

_____

4. I need your opinion concerning the toenail joists, because your opinion is important to forming an opinion of my own.

_____

_____

5. Using the given information mark on your sheet your time.

_____

_____

1-3-1 UNMAILABLE LETTERS

1. Misspelled word
2. Word divided incorrectly at end of line
3. Transposition of words
4. Letter too high on page
5. Letter too low on page
6. Letter too far to the right of page
7. Letter too far to the left of the page
8. Messy erasure or hole in paper
9. Material omitted or changed that obviously alters meaning of letter
10. Omission of date line
11. Omission of title (Dr., Mr., Mrs.) in inside address
12. Omission of return address (Applies only when letterhead is not used)
13. Abbreviations for directions in inside address (N. for North)
14. Abbreviations for type of throughfare (St. for Street)
15. Incorrect punctuation marks for salutation and complimentary close (comma or colon after salutation and no punctuation after complimentary close)
16. Right margin too ragged or uneven--more than six spaces between longest line and shortest line of body (A short line at the end of a paragraph is acceptable.)
17. Elimination of punctuation marks between two independent clauses joined by a conjunction
18. Elimination of comma after introductory clause ("if," "when," and others)
19. Elimination of comma between words in a series
20. Elimination of apostrophe to show possessive (man's car)
21. Omission of enclosure notation when needed
22. Omission of the zip code

PERSONAL DATA_____ Social Security No._____

Age_____Sex_____
Date of birth_____
Place of birth_____

Single _ Engaged _
Married _ Widowed _
Divorced _ Separated _

1. Full name_____Phone_____
   Address_____
2. How long at this address?_____
3. Dependents: Children (number and ages)_____
4. Others_____

Times Married_____5. Do you own your home?____Rent?____Board?_____
Live with parents?_____

6. If married, occupation and place of employment of wife/husband
_____

7. Do you want permanent or temporary work?_____If temporary, how long?_____

8. Salary expected_____9. What kind of work do you think you can do best?_____

10. What is your hobby?_____

11. Selective Service Classification_____

12. U.S. Military experience: From_____to_____Branch_____
Rate or rank:Beginning_____Discharge_____
Any military obligation?_____
If so, explain_____

13. Are you a citizen of the United States of America?_____

14. Height_____ft._____ins. Weight_____lbs. 15. What physical impairments do you have?_____
_____

16. What serious illnesses have you had?_____
_____

17. Have you ever been treated for a mental or nervous disorder?_____
If yes, explain_____

18. Have you ever been arrested for any reason other than a traffic violation?
_____If yes, explain_____

1-5-0 (continued)

19. PERSONAL REFERENCES___ Do not list former employers or relatives.

Name	Address	Phone	Occupation

20. EDUCATION:
HIGH SCHOOL_____ YEARS COMPLETED_____

COLLEGE OR SPECIAL_____ YEARS COMPLETED_____

OTHER SCHOOL_____

EMPLOYMENT: GIVE NAME OF EMPLOYERS FOR LAST 5 YEARS. IF YOU ARE NOW EMPLOYED, GIVE SOME REASON FOR YOUR DESIRE TO CHANGE.

EMPLOYER'S NAME AND ADDRESS:_____
TYPE OF FIRM:_____
DATE STARTED:_____ DATE ENDED:_____
REASON FOR LEAVING:_____

EMPLOYER'S NAME AND ADDRESS:_____
TYPE OF FIRM:_____
DATE STARTED:_____ DATE ENDED:_____
REASON FOR LEAVING:_____

EMPLOYER'S NAME AND ADDRESS:_____
TYPE OF FIRM:_____
DATE STARTED:_____ DATE ENDED:_____
REASON FOR LEAVING:_____

EMPLOYER'S NAME AND ADDRESS:_____
TYPE OF FIRM:_____
DATE STARTED:_____ DATE ENDED:_____
REASON FOR LEAVING:_____

21. What machines, equipment, power tools, and hand tools have you operated?

_____

_____

22. Are you a member of a trade union?_____Yes_____No If yes, give name and number_____
(Name of Union) (Local Number) (Union Card Number)

1-5-0 (continued)

23. If you are presently employed, may we obtain a reference from your employer? _____

24. Could you keep your present position indefinitely? _____

25. Why do you want to leave? _____

26. Have you ever been bonded? _____

27. Ever refused bond? _____
If so, explain _____

1-5-9

WILMAR PLYWOOD, INC.

APPLICATION FOR EMPLOYMENT

WILLAMETTE INDUSTRIES, INC

AN EQUAL OPPORTUNITY EMPLOYER

Title VII of the Civil Rights Act of 1964 in conjunction with subsequent acts and orders has made it unlawful for any employer to discriminate against any person or persons with regard to employment due to their race, religion, sex, color, age or national origin.

PERSONAL DATA

Name (first, middle, last)	Date
Address - Street No. or R.F.D. Box Number	Social Security Number
City State Zip	Telephone Number ( ) Home ( ) Nearest

Male ( ) Female ( )	Height ft. in.	Weight lbs.	Own Home ( ) Other Rent ( )

If hired, can you establish date of birth? Yes ( ) No ( )	Citizen of USA Yes ( ) No ( )	Have you ever been convicted of a felony? Yes ( ) No ( )

Have you any chronic diseases? Explain:	Hernia or rupture	Arthritis Bursitis	Heart trouble	Asthma Allergies	Have you ever suffered a back or neck injury?

Explain nature of injury:	Have you ever received a permanent disability award? Explain:

NOTIFY IN CASE OF EMERGENCY: Name

City State Telephone ( ) Home ( ) Nearest

EDUCATION AND TRAINING

Type of School	Name of School	Address	Majored	Circle Last Year Completed		Last Year Attended
High School				9 10 11 12	Graduate ( ) Yes ( ) No	19
College				1 2 3 4	Degree	19
College				1 2 3 4	Degree	19
Graduate School				1 2 3 4	Degree	19
Special Schooling						19

U. S. MILITARY RECORD

Military Service From Mo. Yr. / Mo. Yr.		Branch of Service
Rank at Entrance	Rank at Discharge	Draft or Reserve Status

1-5-9

JOB INTEREST

In what types of work are you interested?				Referred by		
If now employed, why do you wish to change employment?			How much notice will you give your present employer?		May we contact your employer?	( ) Yes ( ) No
Have you ever been employed by	Santiam Southern Company	( ) Yes ( ) No		Duraflake South, Inc.	( ) Yes	( ) No
	Louisiana Plywood Corporation	( ) Yes ( ) No		Wilmar Plywood, Inc.	( ) Yes	( ) No
	Woodard-Walker-Willamette, Inc.	( ) Yes ( ) No				
Are you a student seeking summer vacation employment?		( ) Yes ( ) No		Will you accept shift work?		( ) Yes ( ) No
Ordinarily self employed?		( ) Yes ( ) No		Saturday work?		( ) Yes ( ) No
Now receiving unemployment compensation?		( ) Yes ( ) No		Sunday work?		( ) Yes ( ) No

WORK EXPERIENCE

List last four employers starting with most recent	Occupation	Dates From	Dates To	Final Earnings	Supervisor	Reason for leaving
1 Name: Address:		Mo. Yr.	Mo. Yr.			
2 Name: Address:						
3 Name: Address:						
4 Name: Address:						

PLEASE READ THE FOLLOWING CAREFULLY BEFORE SIGNING:

I agree to submit to a physical examination which I must successfully pass before being accepted for employment, and I also agree that, in the event I shall be employed by the company, I will submit to periodic physical examinations when requested by the company. In filling out this form, I understand that the company may wish to investigate any of the facts or statements submitted by me. I hereby grant them permission to check any of the information except where by written statement upon this form specifically requests that no investigation be made. It is understood that any misrepresentation by me in this application will be sufficient cause for termination of my employment if I am hired.

Applicant's Signature _____

DO NOT WRITE BELOW THIS LINE — FOR OFFICE USE ONLY

Remarks:

REFERENCE CHECK

Job Number	Results of Reference Check	Job Number	Results of Reference Check
1		3	
2		4	

THE FOLLOWING INFORMATION TO BE FILLED OUT BY APPLICANT ONLY AFTER HE OR SHE HAS BEEN HIRED:

Date of Birth	( ) Single	( ) Married	( ) Widowed	( ) Divorced	( ) Separated
Name of Spouse	Spouse's Birthday		Is Spouse Working?	( ) Yes ( ) No	( ) Full Time ( ) Part Time
Spouse's Employer					

Dependents

Name	Relationship	Date of Birth	Name	Relationship	Date of Birth

1-6-2

NATCHITOCHES AREA ACTION ASSOCIATION, INC.
APPLICATION FOR EMPLOYMENT
P. O. Box 944

Program _____ Date _____

Position Applying for _____

PERSONAL DATA

Name _____ Address _____

Phone No. _____ City _____ State _____

Social Security No. _____ Race _____ Sex _____

Marital Status _____ Birthdate _____ No. Children _____

Health _____ Height _____ Weight _____

Family Income: Annual _____ No. Persons in Family _____

EDUCATIONAL BACKGROUND

High School Attended	Highest Grade Completed	Date Graduated	Course of Study

College Attended	Highest Classification	Date Graduated	Degree	Major

Business or Trade School	Length of Attendance	Course of Study

SKILLS

Typing Speed _____wpm Shorthand Speed _____wpm Other Skills _____

Business Machines Operated _____

PERSONAL REFERENCES

Name	Address	Phone No.	Occupation

(Continued on Back)

1-6-2 (continued)

EXPERIENCE
(Begin with most current position)

Name of Employer or Firm	Immediate Supervisor	Length of Employment	Position Held	Salary

ADDITIONAL REMARKS

Interviewer's Comments _____

General Appearance _____

Test Scores: _____

_____

_____

1-6-2 (continued)

WINSTON INDUSTRIES, INC.

APPLICATION FOR EMPLOYMENT

Date _____ Position sought _____

PERSONAL

Full name _____ Soc. Sec. no. _____
(LAST) (FIRST) (MIDDLE)

Permanent address _____ Phone no. _____

Temporary address _____ Phone no. _____

Have you ever worked for any division of Winston Industries? _____ Where & when? _____

Have you relatives working for this company? _____ Name & relation _____

When can you start to work if accepted ? _____ May we refer to your present employer ? _____

- ☐ Single
- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed
- ☐ Remarried

- ☐ Own home
- ☐ Buying
- ☐ Rent
- ☐ Room
- ☐ Live with parents
- ☐ Live with relatives

Have you ever been arrested? _____ When and where? _____

Reason _____ Have your wages ever been garnisheed or attached ? _____

Have you ever been in Debtor's Court or declared bankruptcy? _____

PHYSICAL

Height _____ Weight _____ Left handed ☐ Right handed ☐ Do you wear glasses ? _____ Contact lenses ? _____

Have you ever had back trouble or a back injury ? _____ Explain _____

Do you have any defects or limitations (physical or mental)? _____ Explain _____

Have to ever been injured on the job? _____ Nature of injury? _____

FAMILY

Father's occupation _____ Employed by _____

Mother's occupation _____ Employed by _____

Name of husband or wife _____ Occupation _____ Employed by _____

Number of children _____ Ages _____ Total number of dependents: _____ Children _____ Relatives _____ Other _____

Notify in case of emergency _____ Address _____ Phone no. _____

EDUCATION

School or College	Name & Location	Circle Highest Grade Completed	Dates From	Dates To	Did You Graduate ?	Major Course
Elementary		1 2 3 4 5 6 7 8				
High		9 10 11 12				
College		1 2 3 4				
Grad. School		1 2 3 4				
Other						

EMPLOYMENT

Company	Address	Position	Dates From	Dates To	Salary Or Rate	Reason For Leaving

MILITARY

Branch of U. S. service _____ Active duty from _____ to _____ Type discharge _____ Final rank _____

Reserve or National Guard status: Active ☐ Inactive ☐ Name of unit _____ Summer training: Yes ☐ No ☐

Draft classification _____ If exempt from military service, why? _____

REFERENCES

Name	Address	Occupation	Phone No.

AGREEMENTS

I authorize Winston Industries, Inc. (hereinafter referred to as the "Company") to obtain the facts concerning my past employment and activities and release from my liability or responsibility those persons or organizations supplying such facts.

I further authorize the Company, upon bona fide request, to furnish any facts concerning my employment record and release the Company from all liability or responsibility for furnishing such facts.

Upon request at any time, I agree to submit myself for examination and tests by any licensed physician selected by the Company and agree, for myself, my heirs and assigns, that such physician may fully communicate his findings and medical records to the Company and may testify concerning the same (including any statements made by me) in any proceeding involving the Company in which such examination and statements are material; I agree that if, in the opinion of such physician, I am unable because of physical or mental reasons to discharge properly and safely the duties of the position for which I am applying or which I may hereafter hold, I will not be hired or further retained, as the case may be, in the Company's employ. I also authorize any physician who has ever examined or treated me to give the Company a complete record of his findings and opinions.

In the event I should lose, or destroy through negligence or misuse, equipment furnished to me by the Company, I authorize the Company to deduct from my wages an amount necessary to replace the equipment.

It is understood that the statements entered on this application form by me are made in good faith and are true to the best of my knowledge and belief; and that if, on investigation, any statement is proved to be false, I shall be subject to immediate dismissal.

_____
APPLICANT'S SIGNATURE

MINOR'S RELEASE FOR WORK

TO: WINSTON INDUSTRIES, INC.:

We, the undersigned parents (or either if other is dead), or guardian of _____, who was born on the _____ day of _____ 19____ at _____, hereby make application to you for employment for him, and consent that you may employ him at any place and at any work you may desire. You are also authorized and directed to pay him all wages due him direct, and to make the usual monthly deductions against his wages or other sources as indicated in this application and prevailing anywhere he may be employed.

WITNESS:

_____ FATHER — GUARDIAN

_____ MOTHER

Sworn to and subscribed before me this _____ day of _____ 19____

_____
Notary Public

1-6-7 Square Review for "The Job Interview"

A "square review" is a type of review in which the students share ideas from material studied. The chairs are arranged back to back in groups of four. Each student has pencil and paper. When the signal is given, each student writes down one idea that he remembers from the lesson (in this case, "The Job Interview"). The papers are passed around the group on signal, and each student adds an idea to each paper without repeating ideas. At the last signal, an appointed chairman from each group collects the papers, eliminates repetitious ideas, and presents his group's review to the class. This is an excellent type of review for reinforcement of learning.

Activities

1. Make a list of tips you'd give a new employee for his first day on the job.

2. Make a list of deductions that probably will be taken from your gross pay.

3. Using the following information, fill in the pay statement for Harold Collin's pay check. Double check your figures.

   Harold Collins is a married man with one child. He works for Dixie Brick, Inc. His base pay is $2.80 per hour , and he has just worked a regular 40-hour week. Mr. Collins worked 10 hours overtime, for which he is paid "time-and-a-half," or $4.20. How much is his gross pay?

   How much was his net pay if he pays $4.00 for medical insurance, $1.10 for group life insurance, and $1.50 each week for savings bonds? Be sure you include all other deductions such as state and federal taxes, social security, and dependents.

   1. (a) Gross pay per week_____
      (b) Gross pay per month_____

   2. Net pay per month_____

1-7-5 Usage and Mechanics Review

I. Define the following words; then use each in two sentences:

1. their - there
2. accept - except
3. to - two - too
4. affect - effect
5. your - you're
6. desert - dessert
7. it's - its
8. principal - principle
9. who's - whose

II. Complete the following sentences:

1. Singular means_____.
2. Plural means_____.
3. A singular subject must have a _____ _____.
4. A plural subject must have a_____ _____.
5. The word "you" always takes a _____verb.

III. Rewrite the following paragraph. Make it standard English. (correct all errors)

The boss trys to learn you not to waste materials, but students don't always measure two accurately, and their you have it--another piece of material wasted.

There is also the problem of tools. The tools they are left laying around and you no thats how they gets lost or damaged. You've seen careless students, two, sawing into nails, using screwdrivers too pry with, and hitting chisel handles with hammers. It want be long before they'll have to be throwed out.

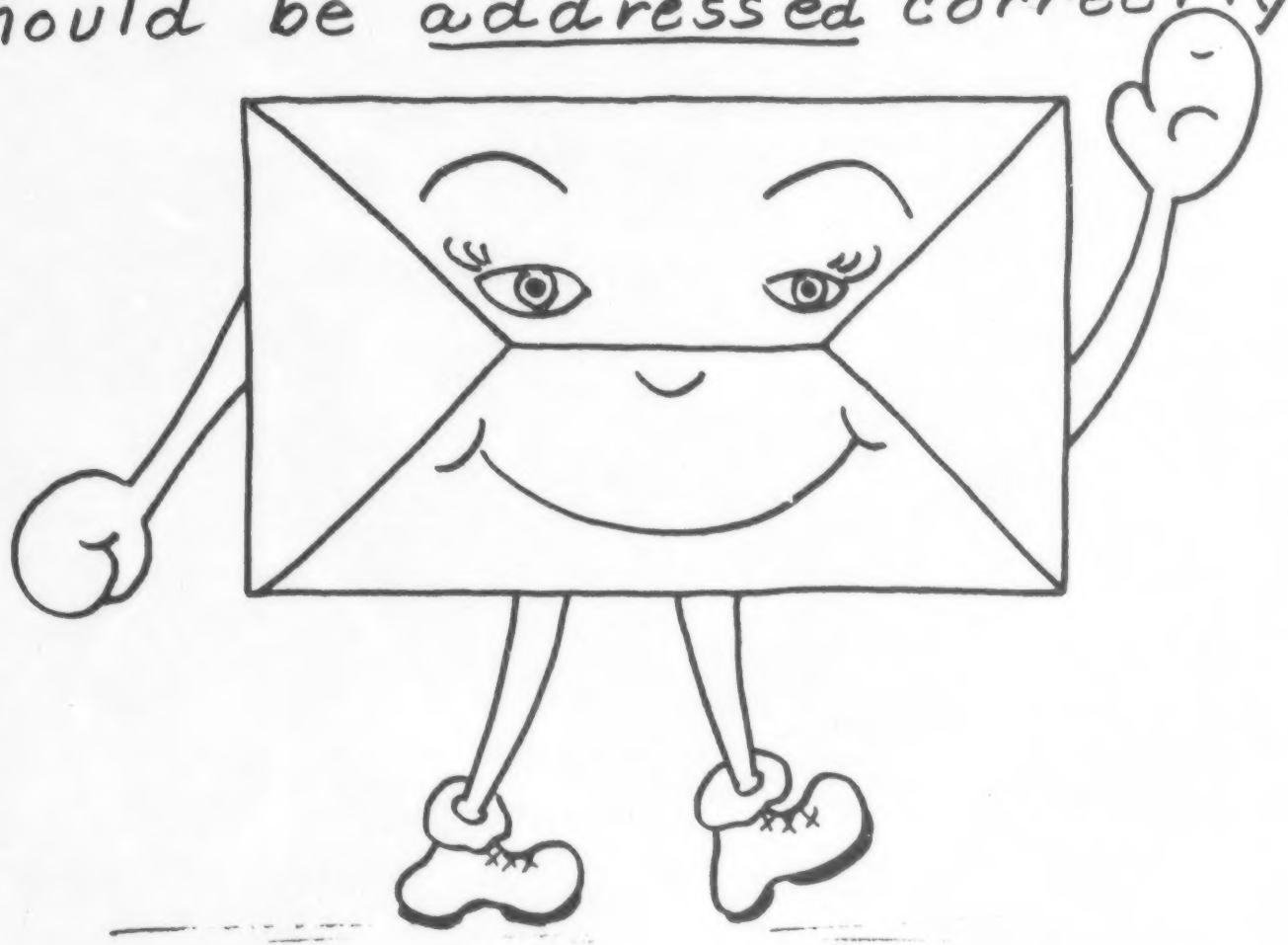
Sow I says in closing, Be a good citizen on the job and takes care of them tools.

INSTRUCTIONAL MATERIALS

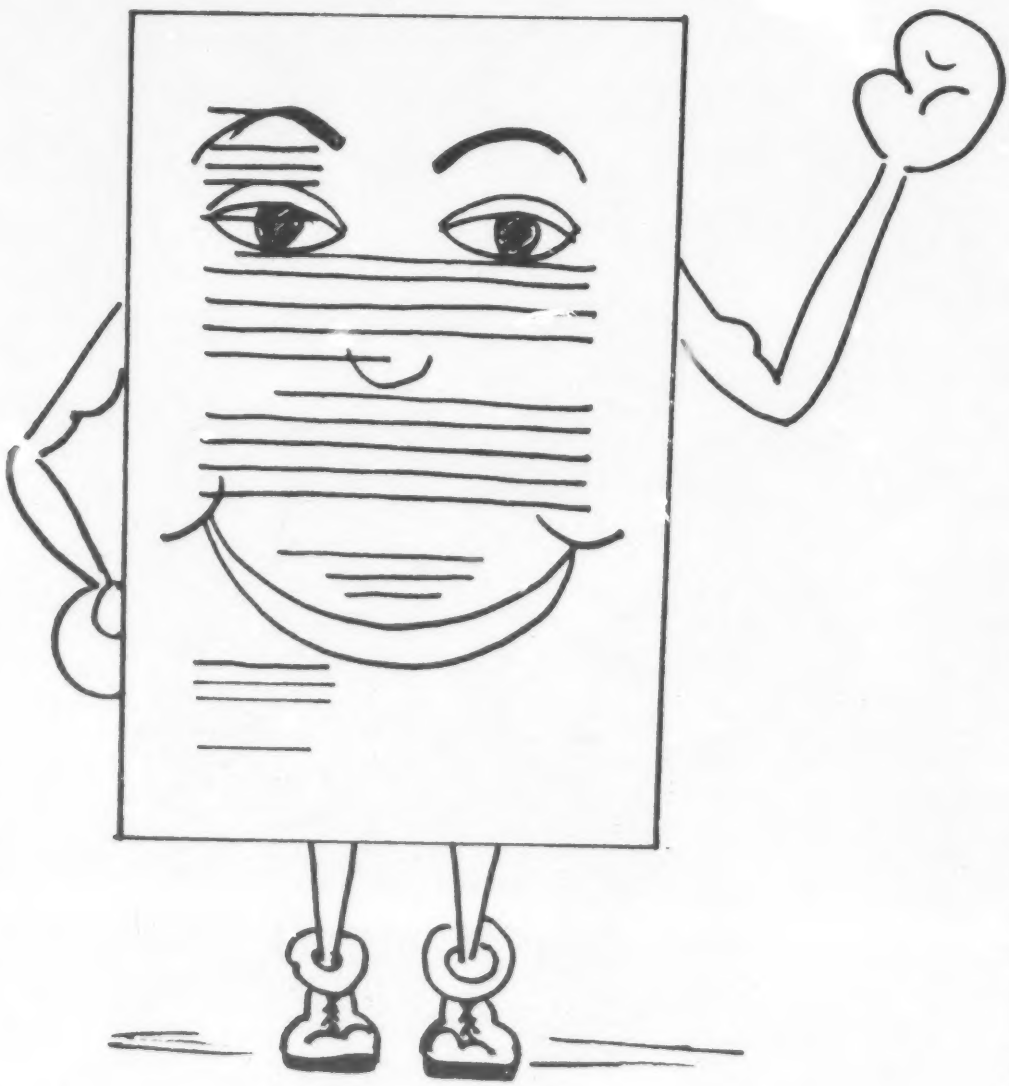
EVALUATIVE MATERIALS

BIBLIOGRAPHY

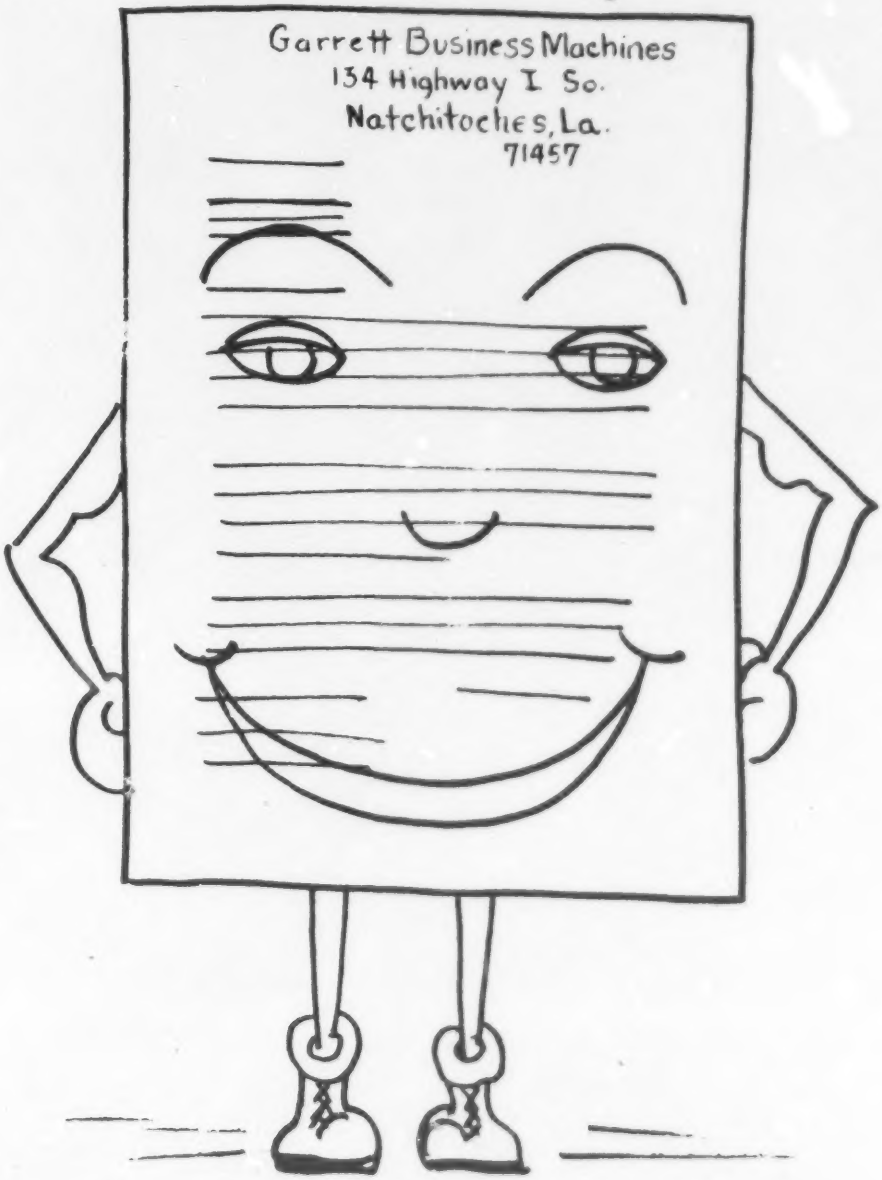
Hi! I help Create that "First Impression" for your reader. I am the First Thing he will notice. I should be addressed correctly.



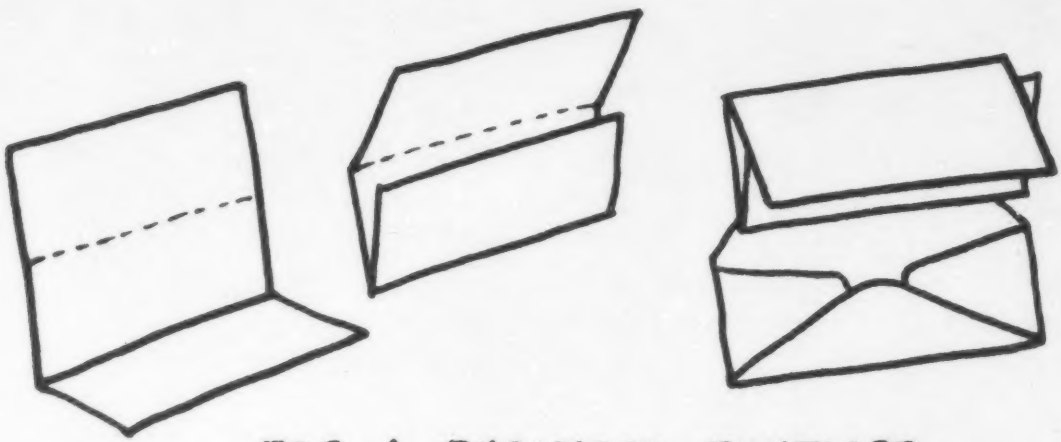
Hi! I am a REPRESENTATIVE!
I represent the business that mailed me. I, too, help create that "First IMPRESSion." I must be neatly written and well-arranged so that my reader will WANT to read my message.



My message should be framed on the page so that I will look like a picture in a handsome frame. Then I will be an attractive message that: (1) will be high in attention value, (2) will transfer smoothly into the mind, and (3) will earn prestige.

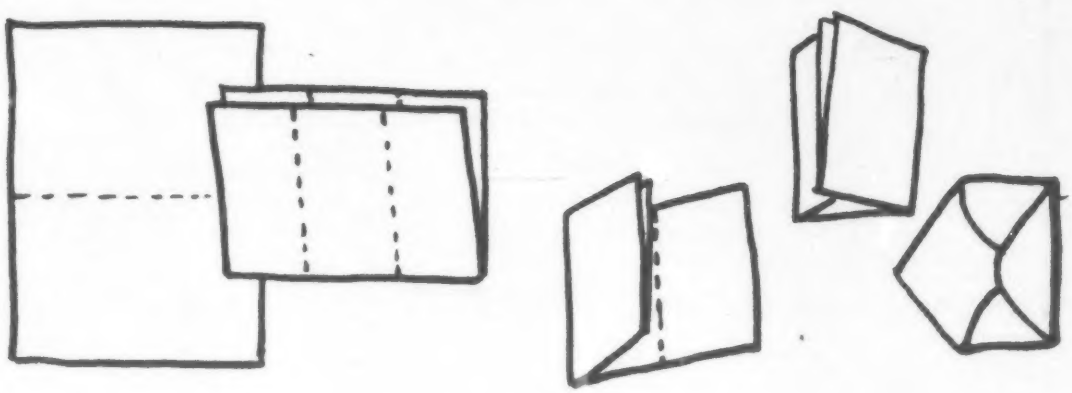


FOLDING THE BUSINESS LETTER



FOR A BUSINESS ENVELOPE

FOR A SMALL ENVELOPE



Scoring Letters

SCORING LETTERS

NAME _____ DATE _____

LETTER	PERCENTAGE	SEMIBLOCK TEST	1	2	3
I. Form	50%				
A. Choice of paper	5%				
B. Ink	5%				
C. Neatness (no blots, cross-outs, erasures)	10%				
D. Margins and page balance	10%				
E. Punctuation	20%				
II. Content	50%				
A. Suitability of tone	10%				
B. Clarity of expression	10%				
C. Logical correctness of paragraph division	5%				
D. Word choice and phrasing	15%				
E. Quality of opening and closing sentences	5%				
F. Suitable salutation and closing	5%				

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Block or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (Rev.)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS? 210

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number, if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

809
NATCHITOCHES, LA. 71457

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

☆ U.S. GOVERNMENT PRINTING OFFICE: 1972—486-134, 16

P5901 Rev. 12-69

SEARS, ROEBUCK AND CO. Date _____

APPLICATION FOR EMPLOYMENT

TO PROTECT THE INTERESTS OF ALL CONCERNED, AN APPLICANT MUST PASS A HEALTH EXAMINATION BEFORE RECEIVING FINAL ACCEPTANCE FOR EMPLOYMENT.

Name Mr. / Mrs. / Miss _____ Social Security Number _____
Last First Middle (Please present your Social Security Card for review.)

Married woman give maiden name _____

Address _____ How long have you lived in this City? _____
Number Street City State Zip Code

Previous Address _____ Present phone or nearest phone _____
Number Street City State Zip Code

Date of Birth _____
Month Day Year

The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

What serious accidents, illnesses or operations have you had? _____

Give Details and Date _____

Have you ever had a knee, head or back injury? _____

What physical defects or ailments do you now have such as hernia, heart trouble, kidney trouble or high blood pressure, etc.?

List here _____

Number of Children _____ Ages _____ Total number you support, including yourself _____

Single ☐ Married ☐ Widow(er) ☐ Separated ☐ Divorced ☐

If husband or wife is employed in the United States, state job held and employer's name and address. _____

Have you ever been employed by Sears? _____ If so, when and where last employed? _____ Position _____

If never employed by Sears, have you ever previously applied for employment at Sears? _____ If so, where _____ Date of Application _____

Have you a relative in employ of Sears? _____ If so, give name _____ Relationship _____ Unit or Dept. No. _____

What is the total of your monthly payments for rent or home mortgage, car, installment accounts, etc.? _____

Are you currently receiving Unemployment Compensation benefits? _____ If yes, name state _____

Education	No. of Years	Name of School	City	Year of Leaving	Graduate?	Course or College Major	Average Grades	College Degree
Grammar School								
Jr. High School								
Sr. High School								
College								
Other—give type								

If someone advised you to seek employment here, give name _____

For what type work are you applying? _____

I am seeking ☐ temporary ☐ permanent employment. I am available for ☐ Part time ☐ Full time work.

If part time, indicate maximum hours per week _____ and reason for seeking only part time employment _____

Have you ever been convicted for other than a minor traffic violation? ☐ YES ☐ NO

If yes, explain _____

Licensed to drive car? ☐ YES ☐ NO

Is license valid in this state? ☐ YES ☐ NO

(SEE REVERSE SIDE)

NOT TO BE FILLED OUT BY APPLICANT

HOURS AVAILABLE FOR WORK	
Mon.	To
Tues.	To
Wed.	To
Thurs.	To
Fri.	To
Sat.	To
Military Reserve Mtgs.?	

INTERVIEWER'S COMMENTS	
Prospect for	
1.	2.

Date of Emp.	
Dept. or Div.	Regular ☐ Part-Time ☐
Job Title	
Job Title Code	Job Grade
Compensation Arrangement	
Manager Approving	
Employe No.	Rack No.

Store Stamp _____

NOTE: Please print information requested.

REFERENCES

IF AFTER LISTING ALL FORMER EMPLOYERS THE TOTAL IS LESS THAN FIVE, SHOW PERSONAL REFERENCES IN THE REMAINING SPACES (BUT NOT MORE THAN THREE).

NAMES AND ADDRESSES OF FORMER COMPANIES OR EMPLOYERS, BEGINNING WITH THE MOST RECENT	Employer's Business	Under whom did you work?	Nature of your work	Date Beginning	Earn. When Beginning	Date of Leaving	Earning at Leaving	Why did you leave? Give details
NOTE: State reason for and length of inactivity between present application date and last employer.								
Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
NOTE: State reason for and length of inactivity between last employer and second last employer.								
Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
NOTE: State reason for and length of inactivity between second last employer and third last employer.								
Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
NOTE: State reason for and length of inactivity between third last employer and fourth last employer.								
Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
NOTE: State reason for and length of inactivity between fourth last employer and fifth last employer.								
Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	

What experience or training have you had other than your work experience and education? _____

Tested			
Physical examination scheduled for			
Physical Examination (F5903) completed			
Review Card prepared		Minor's Work Permit	
Ticket Card prepared		Proof of Birth	
Timecard prepared		Training Material Given to Employe	

(Store will enter dates as required.)

	Mailed	Completed
References (E5907)		
Retail Credit Inquiry		
With. Tax (W-4)		
State With. Tax		
Earnings Rec.		
Store Rec. Card F3983 or F3983-A		

I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with Sears, Roebuck and Co. policy. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. In consideration of my employment, I agree to conform to the rules and regulations of Sears, Roebuck and Co. and my employment and compensation can be terminated, with or without cause, and with or without notice, at any time, at the option of either the Company or myself. I understand that no unit manager or representative of Sears, Roebuck and Co., other than the president or vice-president of the Company, has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing.

Applicant's Signature _____ Date of Signing _____

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

RATE OF PAY EXPECTED:

Hour: _____

Week _____

PERSONAL

Date: _____

Name _____ Social Security No. _____
Last First Middle Initial

Present address _____ Telephone No. _____
No. Street City State

How long have you lived at above address? _____

Previous address _____ How long did you live there? _____
No. Street City State

Date of birth _____ Sex M _____ F _____ Height _____ ft _____ in. Weight _____ lbs.
Mo. Day Yr.

Marital Status: Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Date of Marriage _____

Do you own your own home? _____ Pay rent? _____ Monthly rent (if you rent) _____ Own a car? _____

Do you have any physical defects? _____ If yes, describe _____

Have you had a major illness in the past 5 years? _____ If yes, describe _____

Have you received compensation for injuries? _____ If yes, describe _____

_____

Position(s) applied for _____ Rate of pay expected $ _____ per week

Would you work Full-Time _____ Part-Time _____ Specify days and hours _____

Would you work overtime _____ Weekend _____

Were you previously employed by us? _____ If yes, when? _____

List any friends or relatives working for us

Friends	Relatives
Name	Relationship
Name	Relationship

Were you ever arrested? _____ If yes, describe in full _____

_____

_____

If your application is considered favorably, on what date will you be available for work? _____ 19___

Does your wife/husband work? _____ If yes, what kind? _____ His or her earnings $_____ per week

Person that could authorize operation in case of accident or emergency

_____ _____
Name Address

_____ _____
Phone Number

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company? _____

_____

The Civil Rights Act of 1964 prohibits discrimination in employment practice because of race, color, religion, sex or national origin.

List below, beginning with your most recent, all present and past employment

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
I										

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
II										

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
III										

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
IV										

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
V										

Have you ever been bonded? If yes, on what jobs? _____

May we contact the employers listed above? _____ If not, indicate by No. which one(s) you do not wish us to contact _____

_____

DEPARTMENT OF REVENUE MOTOR VEHICLE DIVISION BATON ROUGE LA 70821

APPLICATION FOR CERTIFICATE OF TITLE OR REGISTRATION

(Private Auto, Public Passenger Auto, Motorcycle, Motor Bus, Motor Truck, Trailer, Semi-Trailer, Public Auto, Ambulance and Hearse.)

For Type of Body See Back of Form SUBMIT IN TRIPLICATE

Year No. Prior to 1957 Models	Title Number	License Number
Serial No. (1957 & Later Models)	DO NOT WRITE IN ABOVE BLOCKS	
Name		Sales Tax Paid
Address		1
City, Parish and State		Zip Code
Make	Model / Body Style / Year	Serial Number
Driver's License Number	Social Security Number / Color of Vehicle	

VEHICLE IS SUBJECT TO CHATTEL MORTGAGE AS FOLLOWS:

1st	Date
Address	Amt.
2nd	Date
Address	Amt.
The Above Acquired New ☐ Used ☐ Date 19	PREVIOUS TITLE
OWNER'S SIGNATURE	No.
	State

ANY FALSE ANSWER IS A CRIMINAL OFFENSE SUBJECT TO A FINE NOT TO EXCEED $5,000.00 OR IMPRISONMENT NOT TO EXCEED 4 YEARS, OR BOTH.

I (We) acquired the above car from _____

Whose address is _____ (Street) (State)

This vehicle is used for Private Passenger ☐ Public ☐ Commercial ☐ [illegible] ☐ Motor Home ☐

Present License No. on vehicle _____

If state other than Louisiana, [illegible] registration card showing last registration

If vehicle has not been previously registered in Louisiana, [illegible] manufacturer's certificate of origin and notarized

WITNESSES

REGISTRATION CERTIFICATE

File Registration Certificate with all papers. Carried in the vehicle at all times. R.S. Title 47, Section 501 (Section)

_____ Revenue Deputy or Notary Public

Kind of Vehicle				Date
Type Truck		Discount		Total Deductions
Kind of Truck		TAXABLE PRICE		FEES COLLECTED

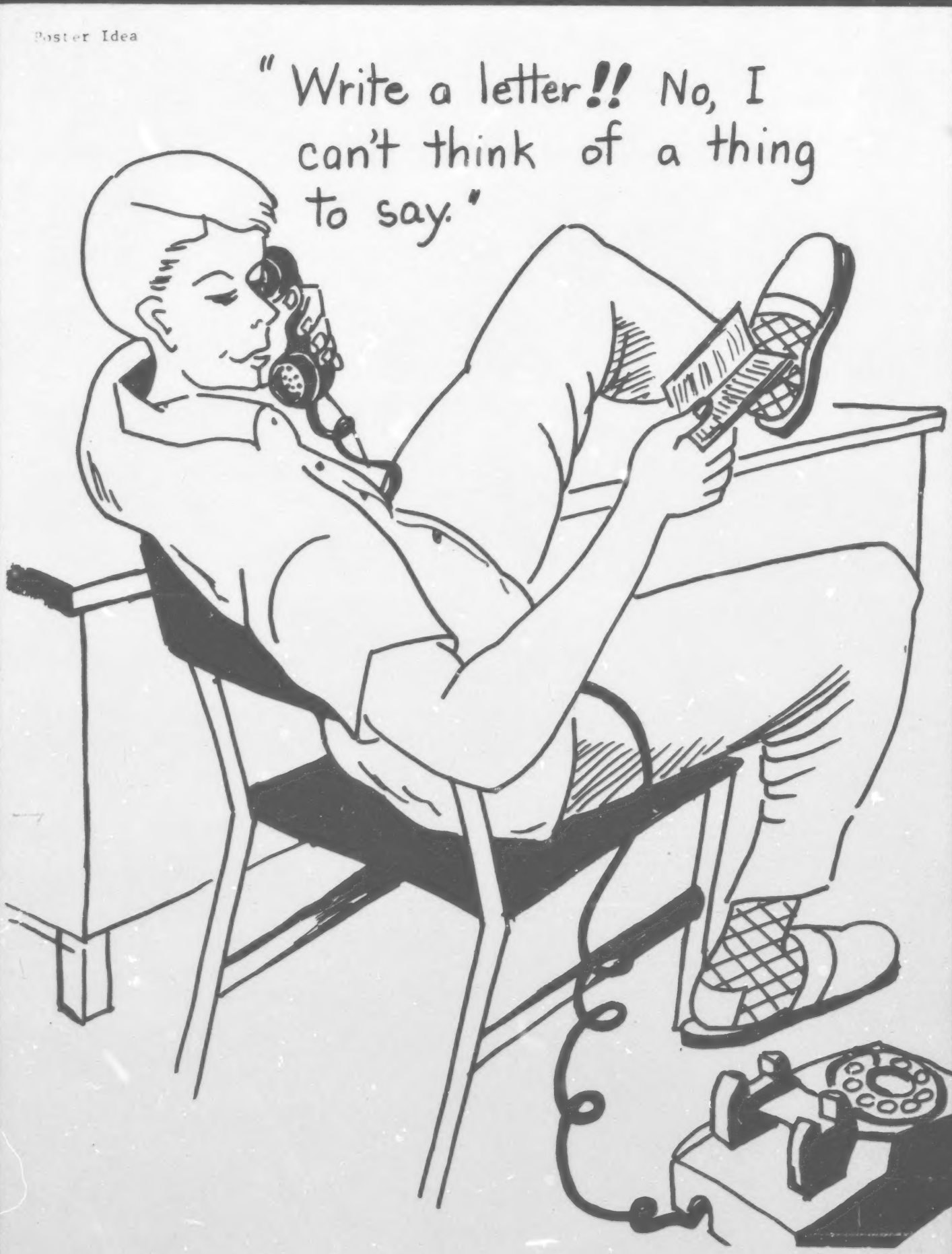
COMPUTATION OF TAX	LOUISIANA	PARISH OR MUNICIPALITY		
Louisiana Sales or Use Tax 1%		XXXXXXXXXXXX	Title 3.00	
Parish or Municipality Sales Tax ____ %	XXXXXXXXXX		Title Trans. 3.50	
Less: Credit for Tax Paid to State of		XXXXXXXXXXXX	Lic. Reg.	
Less: Credit for Tax Paid to City of	XXXXXXXXXX		Lic. Trans. 2.00	
Gross Use or Sales Tax Due			Penalty	
Less Vendor's Compensation			Total	
Net Use or Sales Tax Due			TOTAL SALES TAX ↓	GRAND TOTAL OF SALES TAX AND FEES ↓
Penalty 5% for 30 Days or Fraction Thereof				
Interest 12% Per Annum				
TOTALS				

R 2060P (R 11/71) VEH 1

_____ Revenue Deputy _____ Date Issued

DO NOT DESTROY—SEE REVERSE SIDE

Poster Idea



MATERIALS NEEDED

1-1-1	Handout
1-1-2	Transparencies for evaluation
1-2-0	Kit 5, CE - S-C " Holding a Job"
1-3-1	Unmailable Letters List
1-3-3	Kit #372.6, W "Letter Writing"
1-3-4	Special handouts as needed for individualized work
1-4-1	References from bibliography for class study
1-4-3	Opaque projector
1-4-9	Materials for bulletin board activity
1-5-0	Transparency of a résumé
1-5-1	Opaque projector
1-6-2	Handouts
1-6-3	Counselor as guest--examples of attitude tests
1-6-5	Dukane machine, tape and filmstrip, "The Job Interview"
1-7-1	Posters: "How to Keep Your Job" (counselor's office)
1-7-2	Handout
1-7-3	Large poster from poster file, "Ten Personnel Commandments"
1-7-5	Handout
1-8-0	Evaluation

SUPPLEMENTARY MATERIALS

Films: "Writing Better Business Letters" - Coronet

(Emphasizes the three principal characteristics of a good business letter; clarity, brevity, and courtesy.)

"Writing Through the Ages" - EBF

(Presents a chronological history of writing as a means of communication.)

"You and Your Work" - Coronet

(The story of Judd Taylor, his failure in a good job and his ultimate rehabilitation and success.)

Transparencies: "Finding and Holding a Job"

Recording and filmstrip: "The World of Work"

EVALUATION

I. Choose any want ad from the ones I give you; write a letter of application. (25 points)

II. Why should you have a résumé that is current? (5 points)

III. Name several ways in which a construction contractor may recruit job applicants. (5 points)

IV. An induction program for new employees may be simple or complex. (9 points)
   A. Why would a contractor want a new worker to know something about the whole job?
   B. What kinds of rules and policies does the employee need to know?

V. Read each section below (A and B). Determine if there is an error in each underlined group of words. Some underlined groups have no error, but there is never more than one error in any underlined part. Label errors with the following abbreviations:

   G - grammar error
   P - punctuation error
   C - capitalization
   NE - for no error
   (56 points possible for both A and B; 2 points per item)

A. The Qualifications Summary

Before you start your campaign for the job you want you (1) should decide just what it is (2) that you have to sell to a employer (3). Employment papers are sales instruments, and it must be prepared (4) just as careful (5) as a sales letter. They must present you in the best possible light (6). The first step in the job-getting campaign is to prepare a qualifications summary. a qualifications (7) summary--sometimes called a data sheet, a personal record, or a résumé is a (8) description of your qualifications. It usually includes a statement of your education your employment (9) record, a list of references (10), and other data (11) A qualifications (11) summary is highly useful because it helps a person Recognize (12) their true worth (13).

V. B. My Job Interview

I waited in the outer office, a bundle of nerves in my new shoe's (1) and tie. This job was just what I wanted--needed--to have spending money for the summer. I would start out as a helper, but I knowed (2) I could advance quick to a higher post. (3)

Man, was it hot in there! I thought the secretary had said ten oclock, (4) and it was ten-fifteen already. What was taking so long. (5) My tie was hot, and my shoes was too tight. (6) Maybe I could come back another day--

"David, you may go in, now. (7) Mr. ledford is ready to see you. (8)

My heart started pounding in my ears. My knees turned to water and (9) my mouth (9) was like cotton. As I entered the main office I saw Mr. Ledford smile at me, shaked my hand, (10) and offer me a chair. I felt so awkward, so inexperienced, so young!

I could tell Mr. Ledford was trying to put me at ease by asking questions and making small talk. Very slow I began (11) to relax. After a while what he was saying seemed to register, and I opened up even more. Him and I began to (12) communicate (12) in earnest. I told him about my school, my interests, and my goals, (13) and he told me that he thought there was a place for me in his company. (14)

I had the job! It was a thrill to be a "working man" in a large company. I was to start the next morning at eight o'clock. (15) It would be a great summer, after all.

V. (A) Key to "Qualifications Summary"

1. P	2. NE	3. G
4. G	5. G	6. NE
7. C	8. P	9. P
10. NE	11. P	12. C
13. G		

V. (B) Key to "My Job Interview"

1. P	2. G	3. G
4. P	5. P	6. G
7. C	8. NE	9. NE
10. G	11. G	12. G
13. NE	14. NE	15. NE

BIBLIOGRAPHY

Allen, Betty. Mind Your Manners. New York: J. B. Lippincott Company, 1964.

Berry, Mary. Manners Made Easy. New York: McGraw-Hill Book Company, Inc., 1949.

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Gable, Dorothy Y. How to Get a Job and Keep It. Austin: Steck-Vaughn Company, 1969.

Jochen, Albert E. and Benjamin Shapiro. Vocational English I. New York: Globe Book Company, Inc., 1968.

Lee, Miriam. Jobs in Your Future. New York: Scholastic Book Services, 1967.

Lux, Donald G. The World of Construction. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1970.

Stewart, Marie M. and others. Business English and Communication. New York: McGraw-Hill Book Company, 1961.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT IV

PARAGRAPHING

OVERVIEW: PARAGRAPHING

This unit deals with the major aspects of paragraph writing: sentence structure, punctuation, capitalization, vocabulary, unity and coherence. It is basically a review of past lessons from the eleventh grade construction trades unit. The purpose of this twelfth grade unit is to enable the students to express themselves concisely on a higher academic level. This unit gears the student toward the objectivity of independent thinking which he will need as he leaves the confines of high school to face the business world.

Motivation is the keynote to proper paragraph writing. The job of the teacher is to get the student to organize his thoughts and to think clearly and logically. If the student can obtain a writing confidence through the improvement of this skill, he then will be able to communicate well with others inside and outside of the business world.

UNIT: PARAGRAPHING

1-0-0 (4,5,10, 11) At the end of the paragraph unit the students will demonstrate their knowledge of writing paragraphs (which includes the basic grammar mechanics) by at least a 60% accuracy score of a teacher-made test.

1-1-0 During one class period the teacher will explain and review, through use of handouts, the sentence patterns as evidenced by the project monitorial system.

- 1-1-1 Recognizing placement of subjects in a sentence
- 1-1-2 Finding verbs and verb phrases in a sentence (handout 1-1-1)
- 1-1-3 Writing of sentences using specific subjects and verbs

1-2-0 During several class periods the teacher will conduct a review of the development of writing good paragraphs as documented by the monitoring of certain written activities.

- 1-2-1 Reviewing filmstrip, "Steps in a Paragraph, 6-7"
- 1-2-2 Reviewing filmstrips, "Steps in a Paragraph, 1-3; 4-5; 8-9"
- 1-2-3 Reading of five paragraphs as examples
- 1-2-4 Writing of topic sentences, using specified topics
- 1-2-5 Writing of two paragraphs, using topic sentences from 1-2-4
- 1-2-6 Correcting of paragraphs in class by students
- 1-2-7 Reviewing of grammatical rules while correcting (1-2-6)

1-3-0 During one class period the teacher will conduct a review of building good, solid paragraphs through use of a handout concerning the standard paragraph as evidenced by the project monitorial system.

1-4-0 During several class periods the teacher will assign research topics in which the students will use available outside resources in writing their topic sentences and paragraphs. The teacher will collect, score and compile results for the students on the basis of their paragraph-writing abilities.

ACTIVITIES

1-1-1 Find the Subject in Each Sentence

1. You will spend a third of your life at work and a third in sleep.
2. Hobbies contribute to one's personality.
3. Most people crave some form of self-expression.
4. A safety valve in a steam boiler prevents the boiler from blowing up under pressure.
5. Certain hobbies require health, energy and physical activity.
6. The instinct to accumulate things is common in most of us.
7. Most of us have the urge to make things.
8. Homemaking is a cooperative venture for the most part.
9. The man's job is that of the breadwinner.
10. The urge to work in the business world may not be so great for a woman as it is for a man.

1-1-3 Use the following subjects and verbs to form ten complete sentences:

SUBJECTS	VERBS
foreman	to resist
glazier	to shove
plasterer	to force
electrician	to beat
carpenter	to hang
laborer	to complain
plumber	to work
paperhanger	to dig
inspector	to see
roofer	to listen

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
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5. _____
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6. _____
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7. _____
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8. _____
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9. _____
_____

10. _____
_____

1-2-3 A

When man developed new tools to help him with farming or hunting, he worked with stones. Then he discovered metal. He found copper in Egypt about 5,000 years ago. Bronze was then developed about 3,500 years ago. Not long after this, iron was first used in Europe. Using metals gave man more control in his struggle against nature. He also began to develop a new technology for making tools.[1]

1. Underline the topic sentence.
2. What is the main topic of this paragraph?

_____

_____

3. Is there a "clincher" sentence ? If so, place two lines under that sentence. If not, add one using your own words.

_____

_____

_____

4. Circle the subject or subjects in each sentence within this paragraph.

---

[1] Donald G. Lux and Willis E. Ray, The World of Construction (Bloomington, Illinois: McKnight and McKnight Publishing Company, 1970), pp. 2-3.

Pages 101-104 also from Lux omitted due to copyright restrictions
Lux p. 8, 15, 17, 21

WRITING TOPIC SENTENCES

construction occupations

1. _____

_____

_____

bricklayers

2. _____

_____

_____

construction inspectors

3. _____

_____

_____

high school students

4. _____

_____

_____

teachers

5. _____

_____

_____

1-2-5 Choose from 1-2-4 two topic sentences; then proceed to write your two good paragraphs.

1. _____

2. _____

Pages 107-109

The Standard Paragraph from Sheridan Baker, The Practical Stylist, 2nd Ed. (New York: Thomas Y. Crowell Company, 1969), pp.16-18. omitted due to copyright restrictions.

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY

MATERIALS NEEDED

1-1-1	Handout
1-1-3	Handout
1-2-1	Filmstrip and filmstrip machine
1-2-2	Filmstrip and filmstrip machine
1-2-3 A	Handout
1-2-3 B	Handout
1-2-3 C	Handout
1-2-3 D	Handout
1-2-3 E	Handout
1-2-4	Handout
1-3-0	Handout
1-4-0	Test

TOPICS

1. How to end paint peeling
2. How to install exterior siding
3. How to install a ceiling system
4. How to paint walls properly
5. How to install fiberglass building insulation
6. How to install counter topping
7. How to care for your paint brush
8. How to install wallboard
9. How to install a vinyl floor
10. How to install paneling
11. How to install ceiling tile
12. How to install floor tile

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Baker, Sheridan. The Practical Stylist, 2nd ed. New York: Thomas Y. Crowell Company, 1969.

Lux, Donald G. and Willis E. Roy. The World of Construction. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1970.

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Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT V

THE RESEARCH PAPER

OVERVIEW: THE RESEARCH PAPER

The ability to find information and to present an informative report of the findings is a vital part of achievement. Although not every step in formal research is used in everyday research, many skills can be incorporated for use in finding all kinds of information, from job assignments to home hobbies.

Knowing where to go and what tool to use to do research is a basic skill that can be employed by all people. In a career the ability to do research can be the key to advancement or job satisfaction. A person who flounders about, unsure of where to find the information he needs, wastes time and energy and creates a poor image of his competence.

Organizing and writing data are skills that need to be developed in order to achieve clear communication. Doing the research is only half the job; making it presentable is the final test. Writing skills and self-expression are reflected in a prepared paper.

This unit includes a review and an application of the basic research skills. Areas of construction trades, labor, and economics are explored and researched, and formal papers are prepared. The purpose of this unit is to expose the students to research and to prepare those who might get higher education for such assignments as they might receive.

UNIT: THE RESEARCH PAPER

1-0-0 (4,5, 10,11) At the end of the research unit the students will demonstrate their abilities in organizing a research paper by presenting a well-developed, informative paper that satisfactorily meets the demands of research as stated by the classroom teacher.

1-1-0 During one class period the teacher will present motivational and review material concerning research and the construction trades, as evidenced by the project monitorial system.

1-1-1 Discussion of the need for research skills
1-1-2 View transparencies, "Major Steps in Research."

1-2-0 During several class periods the teacher will guide the students in reading to select a subject for research and in defining the limits of their research problem, as evidenced by the project monitorial system.

1-2-1 Review the use of the Readers' Guide.
1-2-2 Discuss the list, "Topics for Research," and use this as a starting point in finding magazine articles to read.
1-2-3 Read and discuss magazine articles based on the interests of the students.
1-2-4 Discuss the handout, "Selecting the Subject."
1-2-5 Select subjects and define problems for research.

1-3-0 During several class periods the teacher will guide the students in finding facts and in organizing their findings for their research papers, as evidenced by the project monitorial system.

1-3-1 Review the steps in gathering information, using 1-3-5 (a), (b), and (c) from eleventh grade unit .
1-3-2 Review the steps in making a topic outline from notes, using 1-3-6 from eleventh grade unit .
1-3-3 Spend time making working bibliographies, taking notes, and making outlines.

1-4-0 During several class periods the teacher will instruct the students in writing the research paper as evidenced by the project monitorial system.

1-4-1 Discussion of footnoting
1-4-2 Review making the final bibliography, using 1-3-7 from eleventh grade unit.

1-4-3 Write rough draft and revise.
1-4-4 Discuss the final draft.
1-4-5 Write the final draft and hand in for teacher evaluation.

1-5-0 At the end of the research unit the teacher will evaluate the research papers giving equal percentages to form, content, grammar and usage, and style, as evidenced by the project monitorial system.

ACTIVITIES

1-1-1 Discussion of the Need for Research Skills

Almost every day we encounter problems or questions about which we don't have enough information. Sometimes our natural curiosities will guide us in finding some answers; however, sometimes we are asked to find specific information and to make a written report of our findings in a formal paper. In the world of work it is possible that your supervisor will ask you to do this. It is also possible that you might do it on your own and present it to your employer as a solution to a company problem. Most employers want to know the answers to questions such as: "How can we grow?" "What changes shall we make?" "Can we improve our service?" "How effective was the recent direct-mail campaign?" "Where shall we locate our new store?" "What improvements are needed in our lunchroom?"

It is a good idea to look at a research assignment, not as a big, dull, dreary waste of time, but as an opportunity to learn something. It is also often a chance to be recognized or considered for a promotion.

The following examples will show some of the kinds of questions for which people seek answers. How would you proceed in trying to find the answers to each of them?

1. A building contractor thinks that his telephone rates are too high. He wants to know what contractors in other towns must pay.

2. There is a spot on the living room rug. Mother wants to find out how to remove it safely.

3. A television quiz program asks for the title of the literary work containing the following quotation: "Neither a borrower nor a lender be."

4. The members of the class are discussing career education in Japan. They want to know what kinds of school books are being used there.

5. Two students disagree as to whether Samuel Gompers could have met Sinclair Lewis. They want to investigate whether the paths of these men ever crossed.

6. A high school senior is considering aviation as a career. He wants to know the advantages and disadvantages of an occupation in this field.

7. A young man has just finished reading The Jungle. He wants to find out if Lewis' interpretation of the meat-packing industry is historically accurate.

8. A girl is intrigued by a passage in her history book describing the building of the pyramids in Egypt. She wants to know more about life in ancient Egypt.

9. Several members of an English class have just seen a play by Shaw, Ibsen, Chekhov, Barrie, or some other dramatist of an earlier period. They want to know something about other plays the author has written and about the social conditions that formed the background of the play.

10. A newspaper story tells of a boy who attempted suicide because of a facial deformity. Several young people become interested in the subject of plastic surgery and the developments in the field during World War II.

Notice that in the preceding list of examples some of the problems are fairly simple, while others are rather complex. Some of them can be answered by a telephone call, an interview, or a glance at an encyclopedia. Others call for careful and prolonged investigation and study in many sources, most of them in the library. In each instance, however, the basic steps are the same.

1. Influences of transportation on the locations of industrial and market centers
2. Industrial areas of the U.S.
3. Industrial areas of Europe
4. Industrial architecture
5. The Federal Reserve System
6. Industrial education
7. Safety in industry
8. Industrial medicine
9. Employment services
10. Child labor laws
11. Equal rights for women in the labor force
12. Wage laws
13. Early unions
14. Structure and function of labor organizations
15. Natural resources in the U.S.
16. Pollution control in industry
17. Political influences on industry
18. Industrial psychology
19. Timber resources in the U.S.
20. History of American lumbering
21. The workings of the stock market
22. Union influences on politics
23. Money and banking in the U.S.
24. Freeway construction

1-2-2 (continued)

25. Federal jobs in construction

26. The effects of the home-construction industry on the economy of the country

27. A history of prefabricated home building

28. Stone used in construction

29. Metals used in construction

30. Story of cement and concrete

31. Story of glass

32. Lumber processing

33. History of plumbing

34. The history of house heating

35. Financing the home

36. Samuel Gompers

37. John L. Lewis

38. Charles P. Howard

39. Uriah Stephens

40. Jay Gould

41. Eugene V. Debs

42. Communication in the construction trades

Any other topic related to construction, labor, or economics

HANDOUTS

1-2-4

SELECTING THE SUBJECT AND DEFINING THE PROBLEM

I. Choose a subject which interests you. Your investigation should be a pleasant adventure, not a chore.
   A. It may be related to an occupation.
   B. It may be suggested by a hobby you have developed.
   C. Your free reading might arouse your interest in a subject.
   D. A class discussion may stimulate your curiosity.

II. Choose a subject that you can handle in the amount of time you are allotted.
   A. Avoid subjects that require extensive and detailed study. You are not writing a book.
   B. Limit your subject to one phase of a broad question.

III. Choose a subject that is neither too technical nor too difficult.

IV. Choose a subject that has <u>some</u> importance to <u>most</u> people. Subjects should appeal to the average reader as in some way significant or interesting.

V. Do not confuse the <u>problem</u> of the paper with the <u>title</u>, which should be short. If your general subject is "wage laws," for example, you might state your problem as, "In what ways are wage laws unfair to small business owners?"

VI. For your convenience in gathering information, the basic question of your study should be broken down into a group of more specific questions. These questions may serve as your preliminary outline.

VII. After reading on the subject, you may wish to change your questions, drop some, and add others.

1-4-1 Guide for Footnoting

There are times when we must use an author's exact words or we must paraphrase an author's words in a research paper. When you quote another writer's precise words (direct quotation), all the words quoted should be placed in quotation marks, just as was done on your note cards. There is an exception to this rule in cases of quotations that are four lines or more in length. For such quotations, no quotation marks are needed; instead, quoted matter is indented a few spaces from each side margin and (in typing) is single spaced.

A paraphrase, since it is your own language and not the words of another, is not indented or set off by quotation marks.

Since both the quotation and the paraphrase contain material taken from other writers, you must give proper credit to the authors. Employ footnotes for this purpose. The procedure is the same for quotations and for paraphrases. At the end of the quoted or paraphrased matter, place just above the line a small numeral, called a superscript. Footnotes are numbered consecutively in the order of their appearance on a single page, in a single chapter or section, or throughout the paper.

If what you are writing is a part of what is generally known about your subject, it is not necessary to footnote. However, if you have any doubts, give credit to the source.

Footnotes are listed in a separate list at the end of your written paper. They are numbered throughout the paper so that they can be properly organized at the end. For a guide in how to write footnote references, see The MLA Style Sheet, 2nd. ed., 1970. Different publishers follow different

practices with regard to footnotes. The important thing to remember is that the form must be consistent throughout the paper.

In general, the following is a guide for correct footnote form:

A. For a book:

1. Indent approximately one inch from the left hand margin of your paper.
2. Place the footnote number in the upper ½ of the line.
3. Give the author's name in the correct order, not last name first!
4. Place a comma after the author's name.
5. Give the title of the book, and underline it.
6. Give the city of publication.
7. Place a colon after the city of publication.
8. Give the publisher.
9. Place a comma after the publisher.
10. Give the date of publication.
11. Enclose the city, publisher, and date in parentheses.
12. Place a comma after the closing parentheses.
13. Use a small "p." or "pp." depending upon whether the footnote comes from one page or more than one page of the book.
14. Place a period after the page abbreviation.
15. Give the page number(s) from whence the footnote comes.
16. Place a period after the footnote number(s).

Example:

---

[1]Pauline Arnold and Percival White, Homes: America's Building Business (New York: Holiday House, 1960), pp. 90-91.

B. For a magazine article:

1. Steps 1-4 under "A" above.
2. Give the title of the article and enclose it in quotation marks.
3. Put a comma after the title of the article inside the quotation marks.
4. Write the title of the magazine and underline it.
5. Put a comma after the title of the magazine.
6. Write the volume number of the periodical.
7. Put the date of the magazine in parentheses after the volume number.
8. Put a comma outside the parentheses after the date.
9. Write the page number(s) followed by a period.

1-4-1 (continued)

Example:

---

[2] David A. Pease, "Changes Increase Mill Efficency, Production," Forest Industries, 99 (Oct., 1972), pp. 66-67.

ESSENTIAL DIFFERENCES IN FORM BETWEEN FOOTNOTE AND BIBLIOGRAPHY

FOOTNOTE FORM:

Normal Order		Comma	Main Title	Subtitle, Which May Be Omitted
Pauline Arnold		,	Homes:	America's Building Business

Publishing Data In Parentheses

(New York: Holiday House, 1960), p. 52. ← Whole entry ends with a period--to be read as a single sentence.

BIBLIOGRAPHY FORM: Three Main Divisions--Author, Title, Publishing Data. Each Division Is Separated By A Period.

AUTHOR REVERSED FOR ALPHABETIZING	PERIOD	MAIN TITLE	SUBTITLE MUST BE INCLUDED	PERIOD
Arnold, Pauline	.	Homes:	America's Building Business	.

NO PARENTHESES	PERIOD
New York: Holiday House, 1960	.

1-4-4 Guides For Preparing The Final Draft

1. Type your paper if possible, or write neatly in ink, using paper of good quality.

2. Write on one side of the page only.

3. In the center of the first line of the first page, write the title of the paper.

4. Skip a line between the title and the first line.

5. If you are typing the paper, use double spacing, except for quotations four lines or more in length, footnotes, and the bibliography, all of which are single spaced.

6. Leave a good margin at the top, bottom, and sides of your paper.

7. Number all the pages except the first.

8. Begin each chapter or section on a new page, placing the title six spaces from the top.

9. Prepare a title page.

10. Prepare a table of contents.

11. Read your entire paper carefully to guard against errors. Fasten your pages (in the right order) into a folder with your name on the outside.

UNION TERRORISM

BY

JOHN JONES

PRESENTED TO
MRS. SYLVIA BROWN
ENGLISH IV, HOUR 3
FEBRUARY 15, 1974

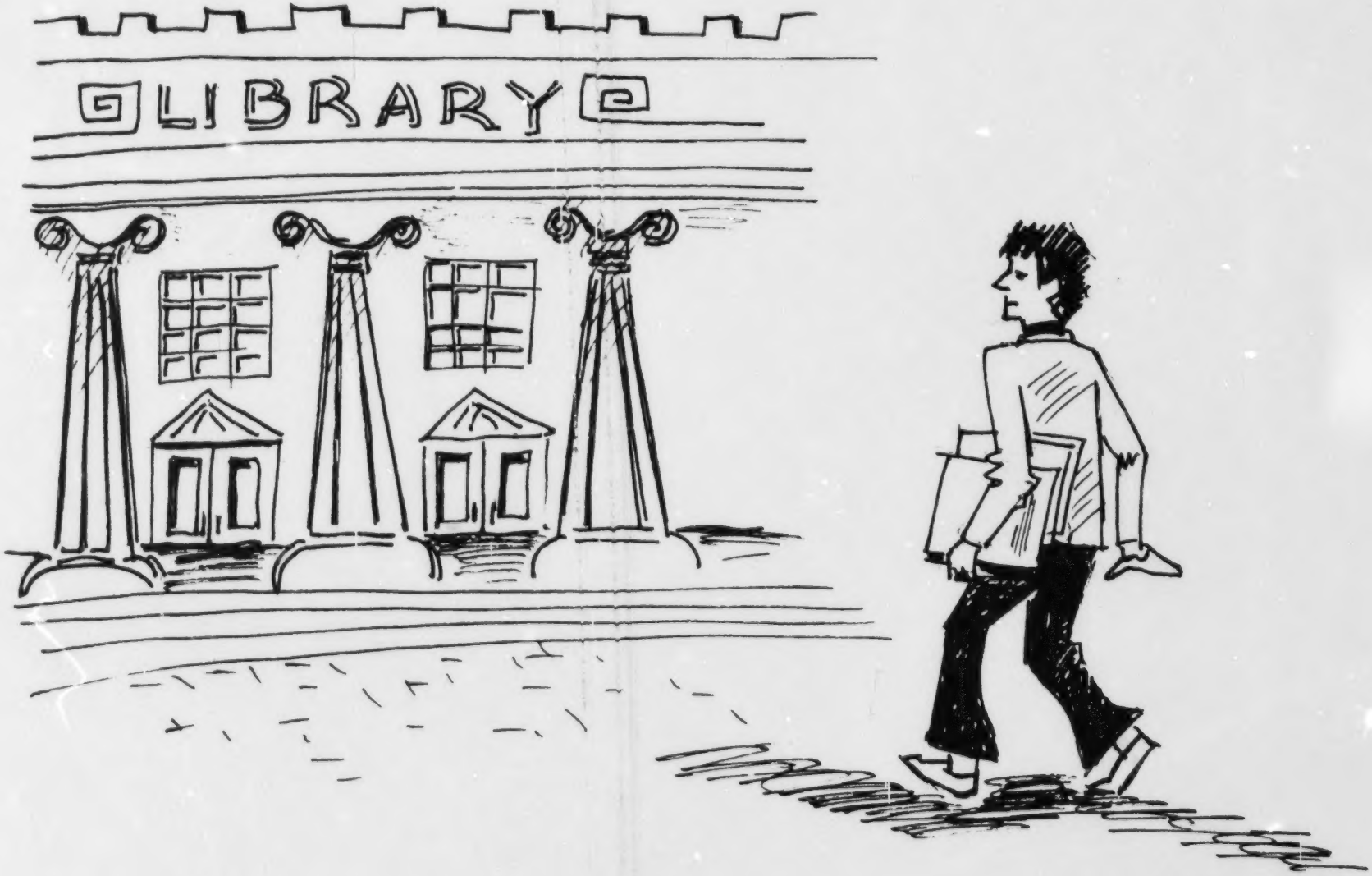
INSTRUCTIONAL MATERIALS

BIBLIOGRAPHY

MAJOR STEPS IN RESEARCH

SELECTION
UNIONS ?
ORIGIN OF UNIONS ?
LABOR ?
HISTORY OF UNIONS ?

FINDING the FACTS



ORGANIZING the FACTS

REPORTING the FACTS

MATERIALS NEEDED

1-1-1 Handout

1-1-2 Transparency Set: "Major Steps in Research"

1-2-1 Booklets from library: How to Use the Readers' Guide.

1-2-2 Handout

1-2-4 Handout

1-3-1 From eleventh grade Career Development Unit: 1-3-5 (a), (b), and (c)

1-3-2 From eleventh grade Career Development Unit: 1-3-6

1-4-1 Handout

1-4-2 From eleventh grade Career Development Unit: 1-3-7

1-4-4 Handout

SUPPLEMENTARY MATERIALS

Film: The World Through Stamps: Bridges

Film: Building a Freeway

Filmstrip Set: "The Growth of the Labor Movement"
(Available at the Materials Center)

Filmstrip: "The Research Paper: Bibliography and Footnotes" 010 M

BIBLIOGRAPHY

Arnold, Pauline and Percival White. Homes: America's Building Business. New York: Holiday House, 1960.

DeBoer, John J. The New Building Better English 12. White Plains, New York: Row, Peterson, and Company, 1958.

MLA. The MLA Style Sheet, 2nd ed., 1970.

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1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

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2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

DIRECTIONS FOR COMPLETING TEST RESULTS FOR INTERIM

PERFORMANCE OBJECTIVES

A. Heading Information:

1. Class: Enter the name of the Interest Based Curriculum Area, eg. Math for Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the result sheet.

B. Line Item Information:

1. Interim Performance Objective Number: Enter the code number for the interim performance objective for which data are reported.

2. Expected Proficiency Level: Enter proficiency level specified in the interim performance objective.

3. Date Tested: Enter date of testing for the specified interim performance objective.

4. Group Average: Enter the average for the student group tested. Use the same statistic as specified in the interim performance objective proficiency level (see number 2 above), eg., if 70% is the proficiency level then group average should be specified in terms of percent correct response.

5. Number of Students Tested: Enter the number of students measured for the specified interim performance objective.

6. Number of students meeting the Objective: Enter the number of students that scored at or above the expected proficiency level as specified in number 2 above.

TEST RESULTS FOR INTERIM PERFORMANCE OBJECTIVES

CLASS _____ TEACHER _____ DATE _____

Interim Performance Objective Number	Expected Proficiency level	Date Tested	Group Average	Number of Students Tested	Number of Students meeting the Objective